





*Library of*  
*The University of North Carolina*

---

COLLECTION OF  
NORTH CAROLINIANA

---

ENDOWED BY  
JOHN SPRUNT HILL  
of the Class of 1889

C970-11815

1914-21  
C. 2

not issued in 1915

*This book must not be  
taken from the Library  
building.*

8 My '23

THIS TITLE HAS BEEN MICROFILMED

8 My '24

THIS TITLE HAS BEEN MICROFILMED

23 Aug '27

19 Jan '29

23 May '30 WA

27 Jun '35 I

11 Apr '36

13 Apr '36

6 No '36 C

~~15 Apr '38 G~~



Digitized by the Internet Archive  
in 2012 with funding from  
University of North Carolina at Chapel Hill







# Community Service Week

*in North Carolina*

---

Compiled for the use of  
Men, Women *and* Children  
in the Advancement of Ev-  
ery Community in the State

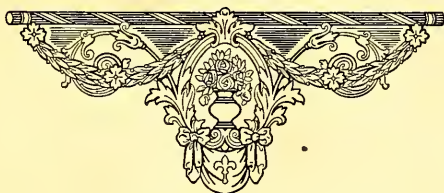
---

*December 3, 4, 5, :: 1914*

---

By the Community Service  
Week Committee

---



RALEIGH, 1914

---

*Issued from the Office of the Superintendent of Public Instruction*

## COMMITTEE ON COMMUNITY SERVICE WEEK

CLARENCE POE, *Chairman*

W. C. CROSBY, *Secretary*

J. Y. JOYNER

J. I. FOUST

W. S. RANKIN

W. A. GRAHAM

H. Q. ALEXANDER

T. B. PARKER

E. K. GRAHAM

D. H. HILL

W. J. SHUFORD

COÖPERATING WITH

THE STATE DEPARTMENT OF EDUCATION

THE STATE DEPARTMENT OF AGRICULTURE

LOUIS R. WILSON, *Editor of Bulletin*

---

### HOW TO USE THIS PAMPHLET

This pamphlet is intended for the use of:

1. Every teacher in North Carolina;
2. Every member of a county committee on Community Service Week;
3. Every member of a local committee on Community Service Week;
4. Every other citizen who has an ambition to further any of the purposes of the "Week."

In the very outset therefore let us give a few general suggestions to each of these readers.

To begin with, let each teacher and committeeman read this entire pamphlet through. If you have a passion for better things and for helping make things better, it will be as interesting as a novel. Then in reading mark the things that especially interest you—the things that you feel ought to be considered and discussed in your own neighborhood, town, or county. Talk these matters over with all the members of your committee and with other progressive men and women of your section. Look up the tables in Section V and see how your county ranks in each matter there presented. Also examine Section VI and see if some other community has not already blazed the way for the progress your own community needs to make. Then look over our table "Where to get Help or Information" and get into touch with whatever authority, organization, or agency stands ready to help you. In this way you may frequently have the needed forward movement not only ready to present at your local or county meeting, but by getting a few neighbors interested with you, you may actually be ready to set it going without further delay.

# PROCLAMATION BY THE GOVERNOR

WHEREAS, the people of North Carolina in recent years have made a remarkable record of industrial, educational and moral progress. Today they are moved as never before with a passion for yet larger achievement. They believe "that which they have done but an earnest of the things they yet shall do." They press on with the determination that in everything that makes for greatness in a State, North Carolina shall take a foremost place in the sisterhood of American Commonwealths. And,

WHEREAS, the realization of our patriotic ambition for North Carolina as a whole depends upon the achievement of the same ideal in the local community—the county, the town, the township, the school district, the little neighborhood grouped around church or schoolhouse; and for progress in each, there must be first, a knowledge of conditions; second, united work of all the people at tasks of immediate improvement; and third, the organization of the people for persistent prosecution of all the larger processes of community betterment.

THEREFORE, I, Locke Craig, Governor of North Carolina, in response to widespread sentiment among our people as expressed by many organizations and societies, do hereby set apart the 3d, 4th, and 5th days of December, one thousand nine hundred and fourteen, to be known and observed throughout the State of North Carolina, as "COMMUNITY SERVICE DAYS," and I appoint them as days wherein every man, woman and child in the Commonwealth shall lend heart, hand, and brain to the service and development of North Carolina and of its every community and county, and as days wherein the people shall meet, confer and work together for advancement along the three-fold lines of investigation, united labor for the immediate improvement of the community, and wise planning for its future.

I call on the leaders of thought and progress in every community to assist in organizing and planning for these "COMMUNITY SERVICE DAYS."

I call on the Farmers' Union, the chambers of commerce, the women's clubs, our teachers and ministers, the press of the State, our lawyers, physicians, farmers, business men, industrial forces, and all others, to coöperate in working out plans for such community service, and on these days to put aside matters of private concern and to devote themselves to the great movements for the common good.

1. I urge that in each community, social and economic surveys shall be made the first days of the week, or earlier, so as to inform the public as to the conditions now existing and the lines of progress most needed.

2. I urge that on Thursday, "PUBLIC ROADS, GROUNDS AND BUILDINGS DAY," the men, women and young people of each town, township or school district meet, according to plan, and work together in one or more of three forms of actual physical service to the community: (1) in improving the roads and streets and making them more worthy and more creditable to the people; (2) in improving both interior and exterior of the schoolhouses, churches and courthouses and other public buildings; (3) in clearing off and beautifying the grounds of schoolhouses, churches, parks, cemeteries, etc., and planting trees and shrubs in these places as well as along streets, roadsides and private grounds.

3. I urge that on Friday the older people with the children shall meet at every schoolhouse in town or country to observe "SCHOOL AND NEIGHBORHOOD IMPROVEMENT DAY," as a day of practical patriotism, and at these meetings conditions in the community shall be reported and discussed; plans made for improving schools, highways, social life, economic, moral and health conditions; committees named to prosecute such plans, and arrangements made for subsequent public meetings for their accomplishment.

4. I urge that on Saturday, "COUNTY PROGRESS DAY," a great public meeting shall be held at each county seat when all the people shall meet together to discuss "The Needs and Possibilities of Our County," candidly comparing its present conditions with its potentialities, and inaugurating movements needed for its progress and development.

5. I urge that at all these meetings exhibits illustrating conditions be made; plans discussed for attracting desirable settlers to places needing them; the organization of farmers' societies, town boards of trade, and boys' and girls' industrial clubs promoted; wholesome sports, recreations and plays encouraged; the flags of State and Nation raised over schoolhouses and other public buildings; and plans made for providing books, papers and libraries for old and young and for teaching those who have grown to maturity illiterate. I also designate this week as "HOME-COMING WEEK," when all former residents of each North Carolina community shall be asked to return and visit friends and scenes of other days, and invited to aid the forward movements in their old home neighborhoods.

With the high resolve and faith that North Carolina, under God, shall take a foremost place in the civilization of the world, and with an invocation of His gracious favor on the endeavors of our people, I call on every North Carolina man, woman, and child of whatever place, creed, party, or station, to give these days in consecrated service to the community and to the Commonwealth.

Done in our city of Raleigh, on this 29th day of September, in the year of our Lord, one thousand nine hundred and fourteen, and in the one hundred and thirty-ninth year of our American Independence.

LOCKE CRAIG,  
*Governor.*

By the Governor,  
J. P. KERR,  
*Private Secretary.*

## PREFACE

Chapter 164 of the Public Laws of 1901 directs that one day in each and every year, to be called "North Carolina Day," shall "be devoted by appropriate exercises in the public schools of the State to the consideration of some topic or topics of our State history to be selected by the Superintendent of Public Instruction."

I have deemed it wise to devote this day this year to the consideration of topics of the current history of the State for the stimulation of the great uplift movements that are shaping the civilization of North Carolina to-day and that will largely determine her future history. Therefore I have designated Friday, December 4th, "School and Neighborhood Improvement Day," of Community Service Week as "North Carolina Day" also. In the hope of rendering a larger service to the school, the community, the county and the State, in coöperation with the State Committee on Community Service Week, I have correlated the program for "North Carolina Day" with the other programs for that week and have had all these programs printed in one pamphlet for general distribution from the State Department of Public Instruction.

I call earnestly upon teachers, superintendents, and all other school officials to coöperate actively and heartily with all other citizens in the successful observance not only of "North Carolina Day," but also of the other days of Community Service Week, programs for which are found in this pamphlet. Never was the opportunity better nor the need greater for impressing and teaching the lesson of community service and coöperation than in this hour when the unfortunate conditions incident to the horrible European War render these necessary for self-protection.

Very truly yours,

J. Y. JOYNER,

*State Superintendent of Public Instruction.*

RALEIGH, N. C.,  
*September, 1914.*

# CONTENTS

	PAGE
Proclamation by the Governor .....	3
Preface .....	5
Introduction .....	7
Section I.—Questions for a Rural Census or Survey.....	12
Section II.—Program for Thursday—Public Roads, Grounds and Buildings Day .....	14
Section III.—Program for Friday—School and Neighborhood Im- provement Day .....	19
Section IV.—Program for Saturday—County Progress Day.....	30
Section V.—Plain Truth About Your County; Where It Stands and How It is Moving .....	40
Table I. Illiteracy Among Native-born Whites.....	41
Table II. Church Membership .....	42
Table III. Farm Tenants .....	44
Table IV. Per Capita Wealth of Country Populations.....	46
Table V. Per Acre Crop Yields .....	48
Table VI. Per Capita Food and Feed Stuffs.....	51
Table VII. North Carolina's Willingness to Establish and Support Public Schools .....	54
Table VIII. Road Mileage .....	55
Table IX. Boys' Corn Club Enrollment.....	57
Table X. Corn and Cotton Yields under Demonstration Methods...	58
Table XI. Girls' Canning Club Enrollment.....	59
Section VI.—Good Examples for Your Community.....	60



## INTRODUCTION

In November of last year Governor Craig set apart two days to be known and observed all over North Carolina as "Road Working Days." Of course, not every male citizen of proper age joined in the movement, but a sufficient number participated to give some wholesome object-lessons in community effort.

But perhaps the best result of the proclamation and the work was the impression made on the fertile mind of the then acting President of our State University, Dr. Edward K. Graham. He began saying to a few friends, "Now, if it's a good thing to have all the people drop their private interests two days and improve the roads, why wouldn't it be a better thing to have a week set aside for the consideration of all matters of public welfare? Why not have a 'Civic Service Week' in North Carolina?"

The idea made an immediate appeal to a number of earnest men and women who resolved that it should be carried into effect. The plan was presented by Dr. Graham and the writer to the State Board of Agriculture, the State Farmers' Union, the State Conference for Social Service, the State Press Association, the North Carolina Federation of Women's Clubs and the North Carolina Good Roads Association, these organizations giving it approval, not perfunctory but hearty and unanimous. To Governor Craig, keenly interested in all plans for the State's upbuilding, the idea also made instant appeal, and he early entrusted plans for its development to the Executive Committee of the "North Carolina Conference of Organizations and Institutions for Rural Upbuilding," consisting of D. H. Hill, H. Q. Alexander, J. Y. Joyner, J. I. Foust, E. K. Graham, W. J. Shuford, W. A. Graham, T. B. Parker, W. S. Rankin, and the writer. That committee took over the original suggestion, changed the name to "Community Service Week," as better expressing the definite aims of the Committee, and by working out details proceeded to transform the idea into a reality.

Now with the official proclamation just made by Governor Craig and the hearty coöperation given by Dr. Joyner who decided months ago to merge the observance of "North Carolina Day" with COMMUNITY SERVICE WEEK, the movement is definitely inaugurated.

But if it is to be the inspiring success it ought to be the most important work remains to be done. There must be men and women in every county who will patiently work out plans for making Community Service Week a genuine success in their county, and there must be in each neighborhood not only a teacher and a chairman of the school committee who will work faithfully (instinctively, it seems, every man who proposes a forward movement turns to the educational leaders of a community for support) but there must be other public-spirited men and women ready to coöperate in the work of making Thursday ("Public Roads, Grounds, and Buildings Day") and Friday ("School and Neighborhood Improvement Day") memorable in the history of the section.

To the writer this pamphlet is an inspiration and a joy. If anybody wishes an illustration of the practical, constructive temper of the North Carolina mind of today, he need go no further. How far we have come from an attitude of mere contented glorification of our past and present, is indicated by

this pamphlet; how far we have advanced from the disposition to think that leader greatest who most nearly convinced us that we were the greatest people on earth, our blood the purest, our history the sublimest, and our resources the richest—refusing to face unwelcome truths and furnishing no spur to prick the sides of our ambition.

If this pamphlet does not throb and burn with the energetic, open-minded, forward-looking spirit that has made America what she is, the spirit that "does noble things not dream them all day long," if it is not instinct with the spirit of Kipling's typical American who

"Turns a keen, untroubled face  
Home to the instant need of things,"

then I have read it to little purpose.

In the years following Appomattox, while something of the bitterness and injured pride resulting from a great defeat lingered with us, there may have been a psychological obstacle hindering the development of such a spirit; but today, sure of ourselves, unflinching and unshrinking, we not only face but welcome a thorough diagnosis of conditions. We are anxious to know how our State compares with other states, how our county compares with other counties, and how our community compares with other communities. We believe as firmly as ever that we have as capable a people as the sun shines on, but that fact only makes imperative the question as to whether these capabilities are being fully developed and properly used. We believe we have unlimited resources, but that only makes us inquire as to how adequately each community is using these resources. We know that our fathers fought well in war, but we remember that our question from the Sphinx of History will be whether their sons wrought well in peace. And while we cherish "the glory that was Greece and the grandeur that was Rome," we study them but to connect them with the Here and Now—but to remind ourselves that men of like passions as we are have built beautiful and half-divine civilizations in states no larger than ours, in lands no more blessed with the Almighty's gifts, and that we have "all that any people ever had to inspire them—the Heavens above us, the generous earth beneath, and the breath of life in our nostrils."

Our blood has begun to stir with the thought that we have a State larger in area than England or Scotland or Greece, and which may well achieve, in the providence of God, a civilization as rich, varied and historic as theirs. In fact, I would not have us limit our ambition or measure our possibilities by what men in any other era or land have achieved, but instead I would have some North Carolina Walt Whitman arise, even if with "a barbaric yawp sounded over the roofs of the world," and proclaim that we may have here and now "the most splendid race the sun ever yet shone upon," with "splendors and majesties to make all the previous politics of the earth seem insignificant" and that while we honor all earth's mighty dead, "a work remains—the work of surpassing all that they have done."

We do not forget, however, in our practical temper of today, that a State "is but the expression of men's single lives, the loud sum of the silent units." As Governor Craig well says in his proclamation, "The realization of our patriotic ambition for North Carolina as a whole depends upon the achievement of the same ideal in the local community—the county, the town, the township, the school district, the little neighborhood grouped around church or schoolhouse."

In this spirit and with this high purpose these plans for "Community Service Week" are presented to all the people of North Carolina, and with the faith that each of us, young and old, will give a glad response both to the summons of our Chief Executive and to the yet more insistent summons of his own heart's devotion to our mother State.

To Prof. Louis R. Wilson, who, as Editor, has done more work than any one else in the preparation of this pamphlet; to Dr. J. Y. Joyner, who insured success by summoning all the educational forces in the State to the aid of the movement; to the North Carolina County Clubs at the University working under Professor Branson whose tables in Section V would alone make this pamphlet memorable; and to Mrs. T. W. Lingle, Dr. D. H. Hill, Dr. W. S. Rankin, R. T. Wyche, Mrs. Charles McKimmon, officials of the Department of Agriculture, and others, who have aided the work in numerous ways, the thanks of the State are due; as they are also due to Prof. W. C. Crosby, the Secretary of the Committee, to whom the work of organization has been largely entrusted.

Respectfully submitted,

CLARENCE POE,

*Chairman, Committee on Community Service Week.*

RALEIGH, N. C.,  
October 10, 1914.

---

#### AGENCIES THAT WILL FURNISH FREE HELP ABOUT ANY FORWARD MOVEMENT YOU WISH TO INAUGURATE

1. If you wish help about getting local taxation, consolidation of districts, a longer term or better school methods, or wish information about any of these things, write State Superintendent J. Y. Joyner, Raleigh, or Bureau of Education, Washington, D. C.

2. If you wish help or information about any health subject, or if you wish to get the State Health bulletins, write the State Board of Health, Raleigh.

3. If you wish any information on any agricultural subject, write State Department of Agriculture, Raleigh; Agricultural Experiment Station, Raleigh; or Department of Agriculture, Washington, D. C.

4. If you wish information on any good roads subject, write Dr. J. H. Pratt, Secretary North Carolina Good Roads Association, Chapel Hill, N. C.

5. If you wish a list of books, pamphlets or magazine articles, bearing on any subject you are interested in, write Bureau of Extension, Chapel Hill; Library Commission, Raleigh, and Congressional Library, Washington, D. C.

6. For information or advice on any matters of North Carolina history, write State Historical Commission, Raleigh.

7. For information concerning debates in schools or farmers' clubs, programs for literary clubs, etc., write Bureau of Extension, Chapel Hill; Library Commission, Raleigh.

8. If you want a school library, write State Superintendent Joyner as to how to proceed; and if you want a traveling or debate library, or help about establishing a town or city library, write to State Library Commission, Raleigh.

9. If you wish to enter a boy in Corn Club work, write Director Boys' Corn Club Work, A. and M. College, West Raleigh.

10. If you wish to enter a girl in Canning Club work, write Mrs. Jane S. McKimmon, Raleigh.

11. If you want information or help about the extermination of hookworm disease, write to the Director of Hookworm Work, Raleigh.

12. If you want the bulletins of the State Department of Agriculture, write Commissioner of Agriculture, Raleigh.

13. Whenever you wish any bulletins issued by the National Department of Agriculture, send the names and numbers of bulletins desired to your Congressman or to the Secretary of Agriculture, Washington, D. C. Ask for free list of farmers' bulletins.

14. If you want a Farmers' Institute or a Woman's Institute held in your community, write the Director of Institutes, North Carolina Department of Agriculture, Raleigh.

15. If you wish statistics bearing on any question, write the Census Bureau, Washington, D. C.

16. If you are interested in any National legislation, or wish speeches or documents bearing on national legislation, write to your Representative, or to one of our North Carolina Senators, Senator F. M. Simmons, Senator Lee S. Overman, Washington, D. C.

17. If you wish to establish a Farm Life School, write State Department of Education, Raleigh.

18. If you wish to organize a Local Farmers' Union, write to E. C. Faires, Secretary State Farmers' Union, Aberdeen, N. C.

19. If you wish to organize a club of United Farm Women, write to Mrs. W. N. Hutt, West Raleigh.

20. If you wish advice about putting home economics in your school curriculum, write State Normal and Industrial College, Greensboro, N. C.

21. If you wish literature or information relating to temperance subjects, write Superintendent State Anti-Saloon League, Raleigh.

22. If you wish to organize a Woman's Club, write Secretary North Carolina Federation of Women's Clubs, New Bern, N. C.

23. If you wish to organize a Y. M. C. A., write State Secretary Y. M. C. A. Association, Charlotte.

24. If you wish to organize a band of Boy Scouts, write Boy Scouts of America, 200 Fifth Avenue, New York City.

25. If you wish to organize a local Chamber of Commerce, write Secretary North Carolina Chamber of Commerce, Greensboro.

---

## GOVERNMENT BULLETINS OF VALUE IN COMMUNITY SERVICE WEEK DISCUSSIONS

Any of the seven following publications will be sent free as long as the supply lasts. Address the Commissioner of Education, Washington, D. C., and state the exact title of the pamphlet desired.

American Schoolhouses—by Fletcher B. Dresslar.

The Georgia Club for Rural Sociology—by E. C. Branson.

Good Roads Arbor Day—by Susan B. Siper.

Cultivating School Grounds in Wake County, North Carolina—by Z. V. Judd.

A Trade School for Girls.

German Industrial Education and Its Lessons for the United States—by Holmes Beckwith.

Industrial Education in Columbus, Ga.—by R. R. Daniel.



Following are a few of the many Farmers' Bulletins that may be had free by addressing a postal card to your Congressman or to "The Secretary of Agriculture, Washington, D. C.," and stating the numbers you wish. Order by number always. Ask for complete list of bulletins.

- 44—Remedies and Preventives Against Mosquitoes.
  - 54—Some Common Birds.
  - 134—Tree Planting on Rural School Grounds.
  - 218—The School Garden.
  - 385—Boys' and Girls' Agricultural Clubs.
  - 408—School Exercise in Plant Production.
  - 409—School Lessons on Corn.
  - 428—Testing Farm Seeds.
  - 450—Some Facts About Malaria.
  - 463—The Sanitary Privy.
  - 473—Tuberculosis.
  - 474—Use of Paint on the Farm.
  - 478—How to Prevent Typhoid Fever.
  - 494—Lawns and Lawn Soils.
  - 513—Fifty Common Birds.
- 

### FARMERS' UNION OFFERS \$100 FOR PRIZE REPORTS

The State Farmers' Union, in addition to unanimously endorsing the proposition for Community Service Week at its State meeting last December, has offered \$100 in prizes for the most interesting reports on "How Our Neighborhood Observed Community Service Week." Each report must be written by a boy or girl whose father is a member of the Farmers' Union (or whose mother or guardian is a member in case the father is dead), and the \$100 in prizes will be distributed as follows:

"To each of the congressional districts of the State three cash prizes are to be allotted. To the boy or girl in each district, of school age, who sends in the best description of these occasions shall be awarded a prize of five dollars; for the second best description a prize of three dollars; for the third best a prize of two dollars. These articles are to be written with pen and ink or typewritten, on one side of the paper only, and must contain not less than 250 nor more than 500 words. These letters are to contain actual facts relating to the observance of Community Service Week in the writer's own neighborhood and county, showing the good accomplished, the plans adopted, the important facts found out, the progressive movements inaugurated, etc.; and these reports must be sent to Mr. E. C. Faires, Secretary State Farmers' Union, Aberdeen, N. C., not later than December 15, 1914. The names of the prize-winners will be published in the farm papers and the prize-winning letters will be published from time to time. The Union reserves the right to publish any or all of the papers submitted."

## SECTION I

### QUESTIONS FOR A RURAL CENSUS OR SURVEY

These questions are to be answered "yes" or "no," by the head of each family in the school district. Full directions for working this survey or census will be sent to members of local committees. On account of the lateness of beginning, the committee has been unable to prepare a survey for city communities this year, but we hope to make such a city survey a feature of next year's work.

1. Do all your children between six and sixteen attend school?
2. Is any boy or girl in your family attending college?
3. Do any of your boys study the school books on agriculture?
4. Do your boys and girls study the health books?
5. Do your children read any library books?
6. Do you read any library books yourself?
7. Is there any grown or nearly-grown member of your family who can't read and write but has ambition and would like to learn?
8. Do you take a county paper?
9. Do you take a farm paper?
10. Do you take a woman's paper?
11. Do you take a religious paper?
12. Do you own your farm?
13. Do you get the Agricultural Department bulletins?
14. Do you belong to a farmers' organization?
15. Does your wife belong to a woman's club?
16. Does your boy belong to a corn club?
17. Does your girl belong to a canning club?
18. Do you attend the farmers' institute?
19. Does your wife attend the women's institute?
20. Are you a church member?
21. Do you attend regularly?
22. Do the children attend Sunday School?
23. Do you own any farm machinery in coöperation with your neighbor?
24. Do you coöperate with your neighbors in buying fertilizers, feedstuffs, or other supplies?
25. Do you coöperate with your neighbors in marketing your crops?
26. Have you purebred cattle?
27. Have you purebred hogs?
28. Have you purebred poultry?
29. Do you have a garden all the year round?
30. Do you usually have milk and butter all the year round?
31. Has the farm demonstration agent helped you this year?
32. Do you buy corn?
33. Do you buy meat?
34. Do you buy hay?
35. Ever make an exhibit at the county fair?
36. Have you ever had your children examined for physical defects?

37. Do you use patent medicines?
38. Is your house screened?
39. Do you sleep with your windows open in winter?
40. Do you get the health bulletins?
41. Do you get R. F. D. service?
42. Would you favor a reasonable tax for road improvement?
43. Is there a telephone in the house?
44. Is your home insured against fire?
45. Do you have to carry water over 100 yards?
46. Have you a washing machine?
47. Do the boys have Saturday afternoons off for baseball or other recreations.
48. Has the family attended a picnic this year?
49. Is the house painted?
50. Are outbuildings whitewashed?
51. Would you favor larger school with more children, more teachers, better paid, larger and better house and grounds?
52. Would you favor industrial, agricultural and some high school subjects in your school?
53. Would you favor enlarging the territory of your school district by consolidation with transportation where necessary and voting reasonable local tax to secure these results?

## SECTION II

### PROGRAM FOR THURSDAY—PUBLIC ROADS, GROUNDS AND BUILDINGS DAY

The program for Thursday, Public Roads, Grounds and Buildings Day, is intended to suggest ways and means by which young and old, men and women, in every community, may join in actual physical effort together. It is to be a genuine "work day" with recreational features for the noon hours and the afternoon or evening. Let the local committee for this day arrange a schedule of community work which will provide:

#### **1. For Improving Roads (or in Town, Streets, Sidewalks, Parks, and Public Buildings).**

On Good Roads Days in 1913, Gov. Locke Craig led a band of road workers in his home township in Buncombe. At Chapel Hill Dr. Pratt, of the Geological Survey, and President Graham, of the University, with many citizens of the town, several members of the faculty, and four hundred students, side-drained and surfaced with gravel an eighth of a mile of Franklin Street, the main street of the town. In Randolph County, 2,000 men and boys worked two days, using one hundred and fifty teams, grading eight miles and graveling one and a half miles of road.

On account of the vital interdependence between good roads and good schools, special care should be taken to improve the approaches to the schoolhouses.

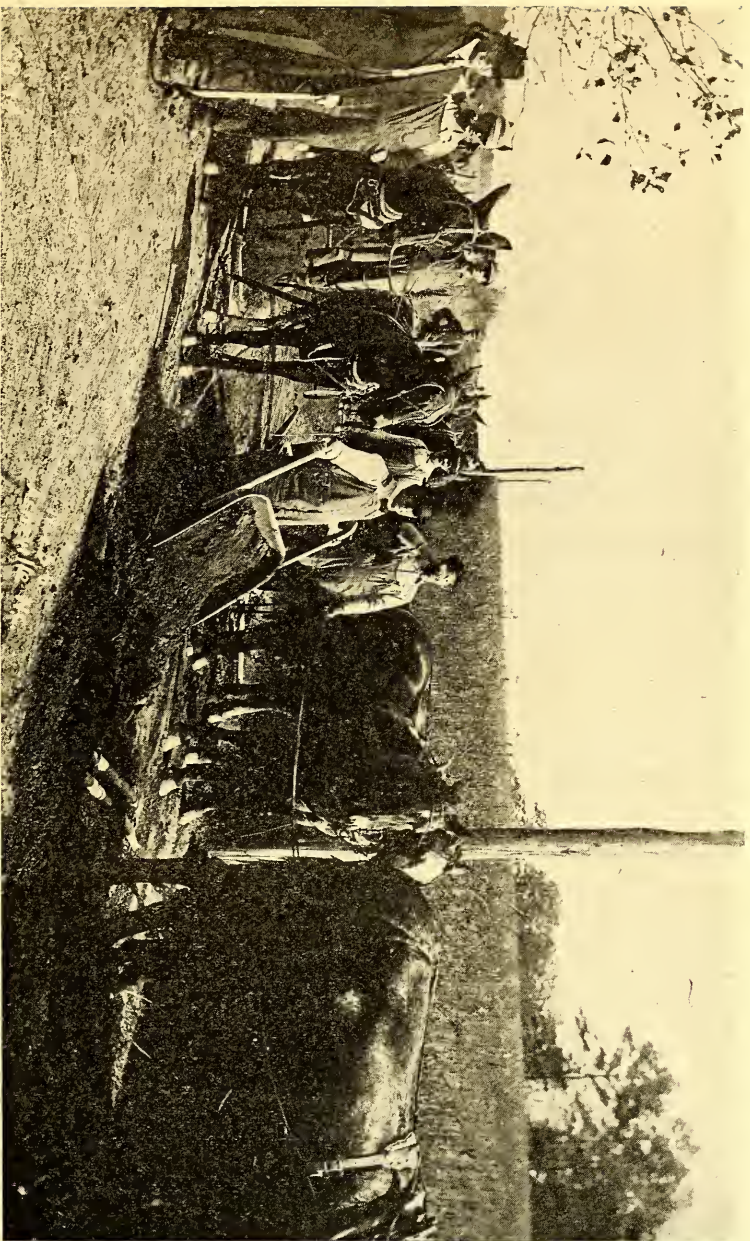
Remove logs, rocks, stumps and stones from the roadway; fill holes, preferably with good earth; cover stretches of sand with clay and gravel; drain wet places in the roadway; scrape off and outwards sod margins where they hold the water with sand or gravel; but the gravel should not contain any clay unless it is to be placed on sand. Culverts may be repaired or new culverts put in. Road drags (of planks or split logs) should be made and arrangements perfected for using them after rains, throughout the season on all clay or loamy soils. Don't try to do too much. Don't start more than you can finish. You cannot build a macadam road, nor very long stretches of gravel road in one day. Don't haul gravel on to roads that have not been properly graded and drained. Don't grade roads that have not been properly staked out on correct lines. Don't plow long stretches of road and leave them impassable. Don't scrape sods on to the traveled roadway and leave them for passing vehicles to smooth down.

Write the Department of Education at Raleigh for its Bulletin on Civic Days and the Geological Survey at Chapel Hill for its publications on good roads.

#### **2. For Improving Schoolhouses and Grounds.**

Let the women give the interior of the building a "Fall cleaning." Fresh rooms, clean windows, polished stoves, simple, well kept furnishings, and pretty pictures on the walls promote neatness and a love of the beautiful in





GOVERNOR CRAIG ON HAW CREEK ROAD, BUNCOMBE COUNTY, HANDLING SCRAPER THE ROAD AT THIS POINT WAS CHANGED FOR 75 YARDS, ELIMINATING A VERY STEEP HILL, NOVEMBER 5 AND 6, 1913.

the pupils. Let the men put the exterior of the building in complete repair, making the house thoroughly comfortable for the severe winter months. Both men and women may clean and beautify the grounds.

If the school grounds are unsightly, with fences half down, no walks, ashes scattered around and no trees planted, steps gone, or window glass out; if the building needs a new roof or painting, set to work to remedy these conditions. If only a beginning can be made in doing the many things that need to be done, make the beginning. Follow it up with a petition to the school committee and formulate a definite plan for future improvement. Such a plan in two or three years will result in the complete transformation of grounds and buildings. Write the Department of Education, Raleigh, N. C., for its Bulletin on Plans for Public Schoolhouses and School Grounds, and read the articles on Schools in Section VI of this pamphlet.

### **3. For Similar Work in Improving Churches and Burying Grounds.**

If the country church is to be an uplifting power, the church building must not be allowed to suffer neglect and offer evidences of decay. The appearance of the grounds and exterior and the comfort and attractiveness of the interior have much to do with the influence upon the finer life of the community.

Has there been a church "clean up" day this year? Have the leaves been raked away, the walks graveled, the steps mended, the stove polished, the lamps thoroughly cleaned? And have vines and shrubs been placed in the adjoining "City of the Dead"? Dr. S. A. Knapp used to say that many of our Southern country burying-grounds look as if they didn't believe in a resurrection.

### **4. For Planting Trees, Shrubs, Vines, and Flowers in School and Church Grounds, Parks, and Public Places and Along Roads and Streets.**

While the men are improving the roads and buildings, let the women and children devote their attention to this special work.

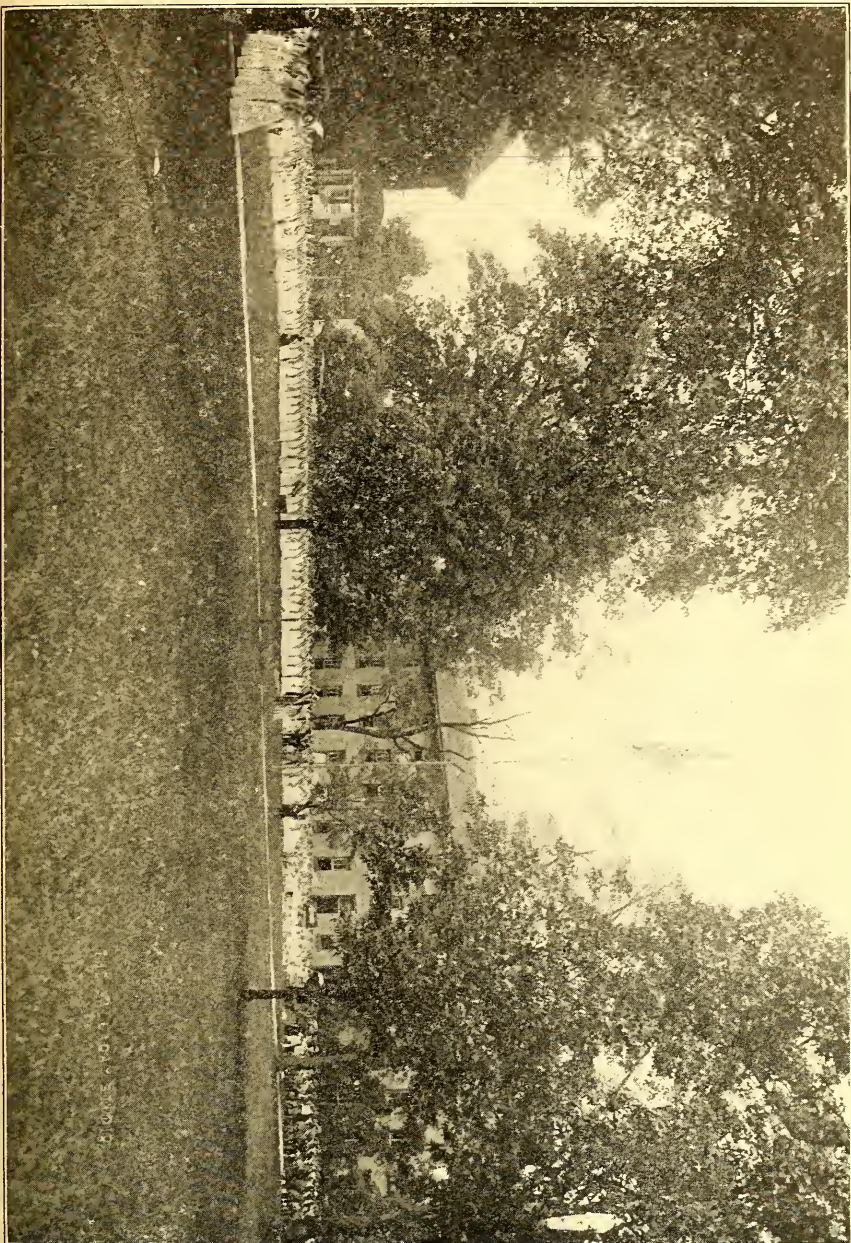
Through the coöperation of the women of Southern Pines with the principal of the high school there, an Arbor Day Celebration was recently planned and carried out with gratifying success. In the morning many shade trees and ornamental shrubs were planted over the school grounds, markedly improving its appearance. The afternoon was devoted to Arbor Day exercises in the auditorium in which all the pupils took part.

A day or even part of a day spent in this way is vitally interesting to the children, and is thoroughly enjoyed by the patrons of the school. The grounds can be greatly improved at little cost while the children will be taught to appreciate the beauties of nature around them. Other public places can be improved in the same way.

Under the subjects "Arbor Day" and "Tree Planting" in Section VI of this bulletin, a suggested Arbor Day program, which can be modified to suit conditions by those in charge, and instructions for planting are given. These should be followed as closely as the weather and other conditions will permit. Full instructions for planting can be secured by writing the State Geologist, Chapel Hill, N. C., for a copy of a bulletin entitled "Shade Trees for North Carolina."



"UNCLE SAM," "COLUMBIA," AND THE UNIVERSITY SUMMER SCHOOL STUDENTS SALUTING THE FLAG, JULY 4, 1912.



### 5. For Flag Raising.

At some suitable time in the day, let the stars and stripes, the flag of our Union, be raised, the entire assemblage of the people standing and saluting the flag.

If the local school has no flag, let this be the occasion for securing one and raising it formally for the first time. Make a feature of this event. Sing "America," "The Star Spangled Banner," "Columbia," "The Old North State," and other patriotic songs. "Uncle Sam" and "Columbia" in costume will add to the attractiveness of the event. If there is a local band, let it lead the procession around the flag and play patriotic airs.

### 6. For Singing Party, or Other Social Features at Night.

The hour devoted to this part of the program may be occupied in varied ways. Games (as suggested in Section VI) may be played. Fairy tales, Uncle Remus and animal stories, myths of ancient and mediaeval times, and stories illustrating the adventures and heroism of North Carolinians and Americans of the early days, may be made to do good service here. The school or public library may be drawn upon for the material and frequently a little child will tell the story better than some older person. Incidents in North Carolina history growing out of events such as the Edenton Tea Party, the Battle of Alamance, the Revolution, and the Civil War, can be made the basis of beautiful scenes and tableaux. Read the article in Section VI on Historical Pageants. Stories may be followed with glee club songs, negro melodies, and songs of patriotism. "Suwanee River," "Old Black Joe," "Annie Laurie," "The Old Oaken Bucket," "Home, Sweet Home," will find a response in many hearts.

## SECTION III

### PROGRAM FOR FRIDAY—SCHOOL AND NEIGHBORHOOD IMPROVEMENT DAY

("North Carolina Day")

The meeting for Friday should be an all day meeting at every school house, for everybody—men and women, boys and girls, young and old, married and single—with public picnic dinner. This day will be observed as "North Carolina Day" in every school in the State by order of the State Department of Education. In every case the school house should be decorated with autumn leaves and flowers of all kinds, and with exhibits of farm products—corn, cotton, pumpkins, etc. Let everything radiate cheerfulness and the holiday spirit.

#### MORNING SESSION

##### 1. Preliminary and Permanent Organization.

The meeting should be called to order by the Chairman of the local school committee. After devotional exercises, including singing, should follow a brief statement of the purpose of the meeting, the chairman welcoming the people of the community to their schoolhouse. Then elect a permanent chairman and secretary.

##### 2. Report of Community Survey on Questions of Progress.

Directions for making this survey (see Section I) have been sent to local committees and it is hoped that a report will be ready in each school district. The committee should have designated some suitable person to present in a clear, understandable way this report and comment on all the striking facts brought out by it. Are too few newspapers taken? Do too few farmers belong to a farmers' organization? Is the church membership too small? Have most farmers pure bred cattle, hogs, and poultry? Are the farms self-supporting? Are conditions good with regard to telephones, rural mail delivery, water supply, screened and painted houses, etc.? Is the percentage of farm tenancy high? These and a score of other pertinent questions will suggest themselves in considering the report.

##### 3. Discussion of Some of the Vital Community Needs Revealed by the Facts of the Reports.

Two or more of the most intelligent citizens of the community—men or women or both—should be previously selected by the local committee, furnished beforehand with a summary of the survey, and notified that they will be expected to lead this discussion in talks not exceeding seven minutes each.

*Song: "Ho! For Carolina."*



#### **4. Discussion of Plans for Improvement of the Community School.**

##### **(a) School Term.**

Length of it? Is it long enough? How can it be lengthened? The average length of school term in the United States is 156 days; in the South Atlantic States, 131 days; in North Carolina, white, 113.6 days. In North Carolina (1913) city districts the term was, white, 169.5 days; in our country districts, white, 102.4 days; in rural special tax districts, white, 135 days. How does your local school term compare with these averages?

##### **(b) Teachers.**

You know the number of teachers in your school. How many classes or grades are there, and how many daily recitations? Can one teacher hope to teach with thoroughness and efficiency all the subjects and classes required and necessary for the seven elementary grades in your district? Has your school enough teachers to give the time needed for thorough work to the number of children and the number of recitations in the number of subjects taught and required? The average salary of rural teachers in North Carolina is \$217.12; average salary of State is \$248.12; average in cities, \$396.77. What is salary of other workers in your community? How does your teacher's salary compare with these averages?

##### **(c) Work of the Schools.**

Consider whether any part of the work and any of the studies in your school relate to country things, environment and occupation; give a profitable and enjoyable knowledge thereof, awaken an interest therein, a love therefor, and afford any sort of practical preparation for efficiency in the work of the farm and the country home. Does your community school minister to the needs, cultural, social, moral, vocational, of the community in which it is located and by which it is maintained? Are your house, equipment, teaching force, and funds adequate for such a school and for such work?

##### **(d) Schoolhouses and Grounds.**

Is your schoolhouse painted? Is it properly lighted, ventilated and heated? Is it clean and kept so? Is it home-like and attractive within, with curtains, shades, well selected pictures, etc.? Is it supplied with up-to-date blackboards, comfortable desks, maps, library, etc.? Is there any auditorium for social gatherings, entertainments, public lectures, and community meetings of various sorts? Is the house large enough? How many acres in school grounds? Have ample playgrounds for girls and boys been provided, and properly prepared and equipped with at least some simple, home-made apparatus? Have school grounds been properly drained, cleared of stumps and rubbish, laid off in walks, flower plots, etc., beautified with flowers, vines, trees, and shrubs? Have sanitary privies been provided, properly located and screened as modesty demands? Is the water supply sanitary and properly protected? Do pupils have individual drinking cups?

#### **5. Suggested Means for Supplying Your School's Needs in Length of Term, Teaching Force, Work, House, Grounds, etc.**

The following remedies for any defects indicated by the foregoing questions should be considered:



VIEW OF WINECOFF HIGH SCHOOL CHILDREN GRAVELING THE STATESVILLE ROAD,  
CABARRUS COUNTY, NOVEMBER 5 AND 6, 1913.



STATE NORMAL AND INDUSTRIAL COLLEGE GIRLS CLEANING CAMPUS ON NOVEMBER 5 AND 6,  
1913.

(a) **Enlarge School District.**

By consolidation within reasonable walking distance, and by transportation of pupils beyond walking distance, where the funds that can be made available and the facts, after careful investigation, make this practicable. Enlarged territory will furnish more property for taxation, more school population, and more community population for coöperation for improvement of schools and community.

(b) **Local Tax.**

Vote local tax if necessary under section 4115 of school law, or enlarge or consolidate existing local tax districts under that section and thereby increase annual available funds for all purposes of school improvement. 1,600 districts in North Carolina lengthen their school terms and improve their schools in other ways by voting a special local tax and raise in the aggregate \$1,250,000.00 annually—about one-fourth of the total annual school fund of the entire State.

(c) **Larger Type of School.**

If possible, provide enough territory and enough money for at least a three-teacher school, which seems from experience the minimum type of the efficient rural school. (See outline for the organization and work of such school in Part VI, under the subject Rural Elementary School.)

**6. Other Agencies That Will Help to Supply These Needs.**

(a) **Industrial Activities.**

1. *Sewing and Cooking Classes for Girls.* In Schools with three or more teachers at least one teacher can be secured with necessary training to give part of her time to this work.

2. *Tomato Clubs and Poultry Clubs for Girls. Corn Clubs and Pig Clubs for boys.* The coöperation of the county farm demonstration agents and the agents—men and women—directing this work for State and National Departments of Agriculture can be easily secured by teachers. Write Secretary T. E. Browne, West Raleigh, N. C. (Director Corn Club Work); Mrs. Jane S. McKimmon, Raleigh, N. C. (Director Canning Club Work); Mr. J. D. McVean, West Raleigh, N. C. (Director Pig Club Work); Mr. C. B. Ross, West Raleigh, N. C. (Director Poultry Club Work); and have these clubs organized in your school and community.

3. *School Demonstration Farm and School Garden.* These can be operated under the direction of the teacher with the aid of county farm-life schools, and demonstration agents, county, state, and national.

4. *Bulletins.* Bulletins from State and National Departments of Agriculture for aid and direction in all this work can be obtained upon application and should be on file in your school.

(For such bulletins free write to State Department of Agriculture, Raleigh, N. C., and U. S. Department of Agriculture, Washington, D. C.)

(b) **Woman's School Betterment Association.**

Has your school an active Betterment Association? Have the women of your local school district interested themselves in helping the teacher and the committee to improve the school by raising money to lengthen the term; build a better school house, or enlarge, repair, and paint the one you have; to clean off the school grounds and plant flowers and shrubbery thereon; to increase attendance; buy a new school library or add to the old one;



to have a school garden; to buy a piano for the school; to put in new maps, globes and pictures; to build sanitary outhouses and properly screen them; to have community meetings in the school house, lectures, entertainments, etc.?

If you do not have a Woman's School Betterment Association, do you not think it wise to organize one *to-day*—NOW? Elect a President, Vice-President, Secretary and Treasurer and enroll every woman in the district. Then write the State Superintendent of Public Instruction, Raleigh, N. C., for pamphlets explaining the organization and work of the Association.

Before you leave the school building to-day, consult the teacher and committee, decide upon some things you will do this fall, and set about it without delay.

Read what one active Betterment Association has done:

#### ENTERPRISE BETTERMENT ASSOCIATION.

(Wake County, Swift Creek Township)

1. Betterment Association re-organized.
2. Two half days in December were spent by students, teachers, and patrons in cleaning building and grounds, and later men and boys of the community came with wagons and teams and hauled about one hundred loads of litter from the woods to the school farm lands.

3. After the first thorough cleaning of the building the windows were washed a second time. Magazine and reference shelves were placed in the advanced and intermediate rooms and these were kept well filled with new standard magazines and good reference books not found in the school library.

Throughout the term meetings were held, speeches made, extra reports sent to attendance officer, and notes written in the interest of compulsory attendance.

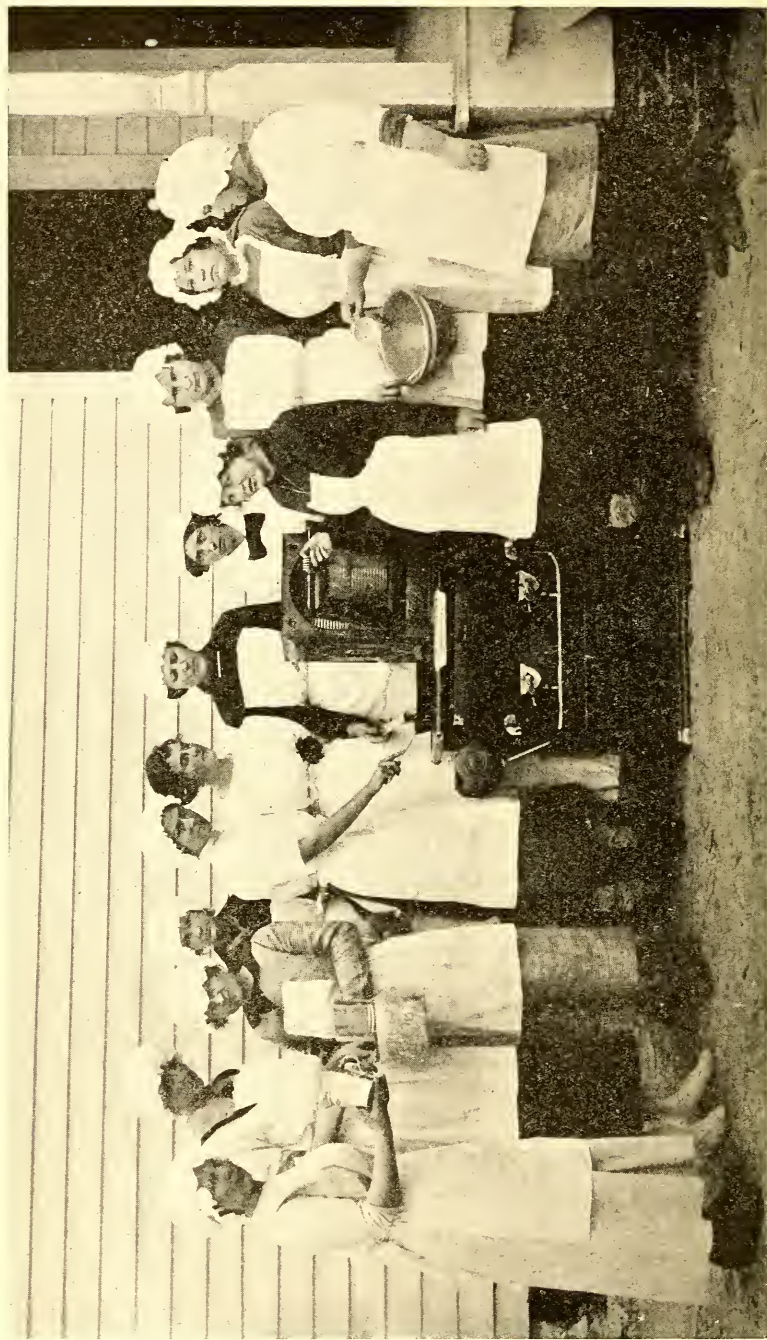
A six months' school term instead of the three and one-half months furnished by the county previously was the standard set by ambitious patrons of the school. To secure the necessary funds to so extend the term called forth the best efforts of the most loyal ones and resulted in the development of a spirit of coöperation that has never been equaled in the district before.

Two men got in their buggies, made a thorough canvass of the district, and worked until every patron, with one exception, pledged himself to help support the school. By this means a good attendance was maintained to the last day, while more than enough funds were provided for teachers' salaries.

4. Term lengthened fifty days.
5. \$120 cleared from school farm—three and a half acres in cotton.
6. Gifts amounting to nearly \$100.
7. Betterment receipts for year, \$709.56, raised by contributions, school farm, box parties, prizes won, music tuitions, etc.

#### 7. Concrete Illustrations.

(Read below how various communities are actually answering satisfactorily many of the questions asked in this program concerning the improvement of your school.)



THE COOKING CLASS OF THE AUTRYVILLE, SAMPSON COUNTY, ELEMENTARY SCHOOL.

**(a) Autryville.**

Have you heard of the Autryville Elementary School in Sampson County? Only three years ago Autryville had a dingy, dilapidated one-room shack which served as schoolhouse, village auditorium, and community church.

One or two leaders, with aid from the State Department of Education, won a local tax fight. A comfortable two-room building replaced the old; two live teachers came into the community; boarding pupils came in. An upright piano was bought and a music class was organized. Next followed a cooking class of twenty girls under the principal, and a class of boys in industrial work was directed by the assistant teacher. The new building is on a pretty hill; a new sand-clay road runs by the door; a tennis court has been laid out; and the water for the school is drawn by means of a new up-to-date pump.

The people are proud of their school and are enthusiastic in its support. Within the past few months adjoining districts have come into the Autryville district, another room has been added to the school building, and another efficient teacher has been employed. From a weak one-teacher school in an unpainted, unattractive, unequipped, box-car school house, with a public school term of only four months, this Autryville school during the past few years has developed into an efficient rural elementary school employing three competent and well trained teachers—teaching in an attractive, modern, and well equipped building located on an attractive school site, with a school term of from seven to eight months, with the work of the school more adequately ministering to the cultural as well as the every day needs of the community's children.

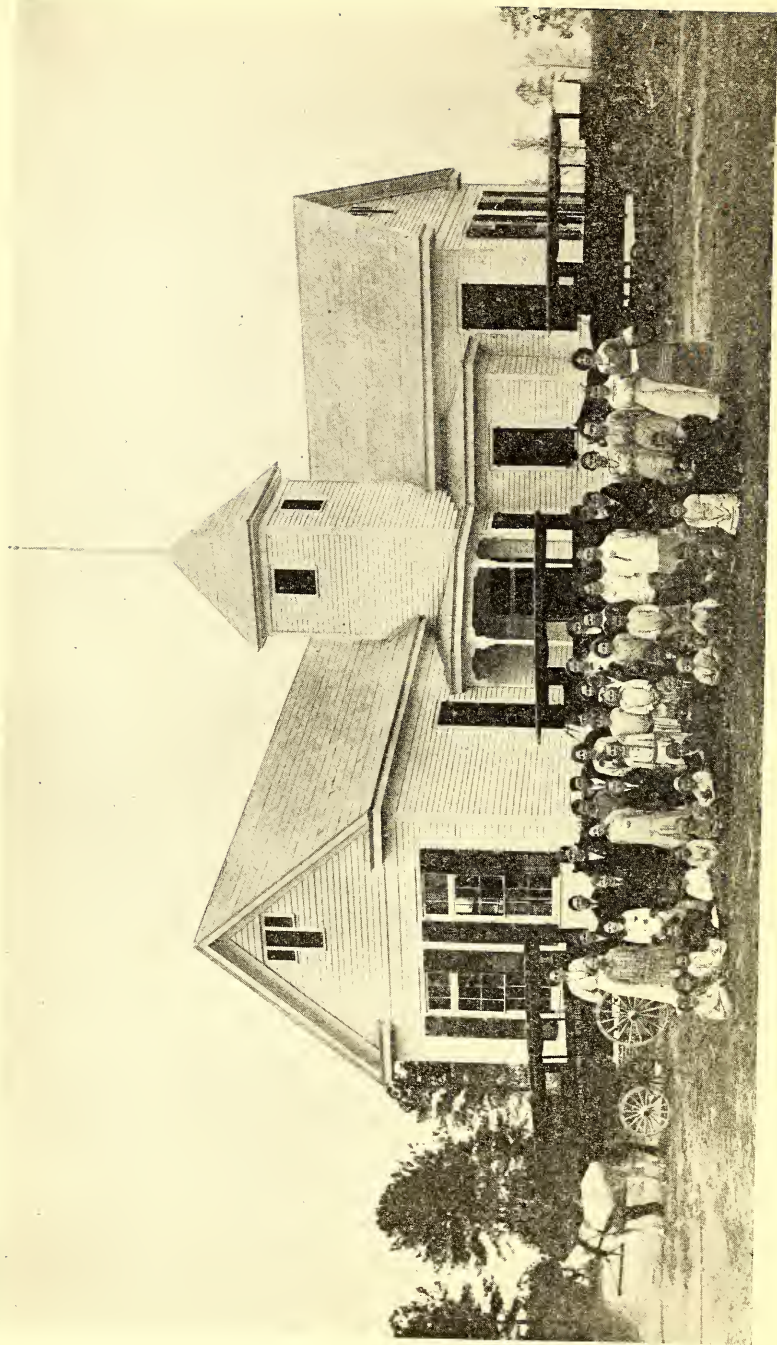
**(b) Brogden School.**

The Brogden School, in Johnston County, is another illustration of a community's progress in the building up of an efficient three-teacher type of rural elementary school. After a long and hard fight the people carried a local tax, erected on an attractive site a comfortable and well equipped three-room building, and employed three competent teachers to do the work. Through its one or two years of High School instruction, through the teaching of practical agriculture to the boys and domestic science to the girls, this school is now more satisfactorily ministering to the cultural as well as the every day needs of the children of the community. The factions that arose over the voting of local tax have died down; the people are now proud of their school and enthusiastic in its support. This school probably has the largest Boys' Corn Club in the county.

**(c) The Thurman School.**

The Thurman School, in Craven County, represents probably the largest type of school consolidation with the public transportation of pupils in the State. Two years ago the white children in this township were attending school in three dingy, uncomfortable, unequipped, one-room school buildings erected upon small, unattractive, and shadeless spots. The people became convinced that under these conditions the educational needs of these children were not being met nor could be met. They launched one aggressive campaign for the voting of local tax and the consolidation of all the schools of the township into one central school. The election was carried by a good majority, an attractive three-room school building was erected upon a school site of seventeen acres, three school wagons were bought, and about seventy





A NORTH CAROLINA EXAMPLE OF RURAL ELEMENTARY SCHOOL CONSOLIDATION—THURMAN SCHOOL, CRAVEN COUNTY.

children living too far to walk now ride to one central school. The school began with two teachers. This year they have a competent male principal and a competent assistant. The principal has bought a farm near the school and intends becoming a permanent resident, giving to the community, the year round, the benefit of his leadership in all matters pertaining to its fullest development industrially, socially, and morally. The question of adding another teacher is now being discussed and this may be done before the close of the session. With this male principal who loves country life and understands practical agriculture, with this school site of seventeen acres, the boys in Thurman School are going to have a rare opportunity for regular, systematic, and valuable instruction in country life subjects. It is probable that the girls also in this school are going to be given systematic training in cooking, sewing, in home-making and home-keeping. By enlarging their territory they now have the taxable property and the people to develop a type of rural elementary school that is very efficient in meeting the needs of the children of the entire township. It is not surprising that the people are enthusiastic over their school and that it is becoming an object lesson for the rural communities throughout the entire county.

## AFTERNOON DISCUSSION—OTHER NEEDS OF OUR COMMUNITY

### 1. Are Our Roads What They Should Be?

What is your mud tax? To carry a ton one mile by sea costs one-tenth of a cent; by railroad one cent. To haul a ton over good roads costs seven cents a mile; over ordinary country roads 25 cents a mile. Mud tax and hill-climbing tolls therefore, amount to 18 cents a mile. Consider the condition of your roads in February and other rainy seasons. Of what material can good roads best be constructed? Don't depend on expensive macadam, but try gravel or sand-clay. And by all means make provision for dragging the roads. The drag is the cheapest good roads maker ever invented. If you have already built roads, don't forget that it is just as important to maintain them as to build them.

Look up the road table in Section V and send for free road bulletins to Dr. J. H. Pratt, Chapel Hill, N. C., and National Department of Agriculture, Washington, D. C.

### 2. Are Our Farmers Co-operating as They Should?

Consider here (a) the use of improved machinery; (b) marketing of staple crops, vegetables, poultry, dairy products, etc.; (c) rural telephones and coöperative insurance. Read the following story how the farmers around Chadbourn coöperated:

"The members of Broadway Farmers' Union, No. 1,089, have been doing things this year. We have bought for cash \$1,850 worth of fertilizers, a threshing outfit at a cost of \$750, a lime and fertilizer distributor, and have bought together what grain we had to buy. Two of our members own a manure spreader and two other members own a wheat drill. They all four use the two machines. Therefore each man gets the use of these two machines at one-fourth the cost of each man owning a separate machine. We also have several binders in our local, each owned by two or more individuals, and several mowers and rakes owned in the same way. Five own a stalk-cutter, and five own a steel roller."

Why shouldn't farmers in your community do likewise? Why shouldn't they join together in marketing their cotton or tobacco in the fall, and in marketing vegetables, fruit, poultry, eggs, etc., at all seasons of the year? Start a movement for a farmers' coöperative telephone company. Then read the report of a farmers' mutual fire insurance company in Section VI and see whether your people are justified in risking ruin by fire when protection may be had at such low cost.

### **3. How Can We Make Our Community Healthier?**

Are sanitary conditions in the community what they should be? Are wells in places where they can be affected by drainage from stables, pig pens, etc.? Do the people allow stagnant water near their houses as breeding places for mosquitoes, leading to chills and fever? Have the children been examined for hookworm disease? Are the homes screened? Has typhoid fever visited the community this year? Swiss mothers nurse only 46 cases of typhoid fever in every 100,000 of population; German mothers, 63; Scotch, 96; mothers in our Southern States have to nurse 727 cases of typhoid fever in every 100,000 of population. Have you asked the State Board of Health to send you the monthly Health Bulletin? Ask Dr. W. S. Rankin, Secretary, Raleigh, N. C., to put your names on the regular mailing list.

See also articles in Section VI under the subjects Public Health and Whole-Time Health Officers.

### **4. What Is Our Community Doing to Teach Adults to Read and Write?**

In table I in Section V statistics are given showing the number of white persons per hundred in your county above ten years of age who cannot read and write. In Rowan County, Kentucky, in 1911, schools were opened for adults on moonlight nights. The teachers of the regular schools volunteered their services. In 1912 one thousand six hundred of the grown people in the county were enrolled. The movement extended to eight neighboring counties and the attitude of the whole section toward schools was changed.

Night schools, lectures, libraries, and reading rooms help tremendously in continuing the education of those who were unable to secure much schooling when they were children. Are you adopting any of these means in your community for the teaching of all the people?

Read the article on Moonlight Schools in Section VI. It contains most interesting facts.

### **5. How Can We Better Encourage the Reading Habit Among Our People?**

Consider whether your school library is what it ought to be, and whether you have added a supplemental library. Read in Section VI what was done in the school library at Bunn, N. C. It has frequently been urged that every one-horse farmer should spend \$5 a year for newspapers, and \$5 for books; a two-horse farmer \$10 for newspapers and \$10 for books, and a three-horse farmer \$15 for each. Are your people doing this? Are the older people reading your library books? Why not have the children exchange books and magazines at school each Friday? A traveling library from the State Library Commission, Raleigh, will be a great help. Also write Fourth Assistant Postmaster General, Washington, D. C., for informa-

tion as to how to get a R. F. D. route if you haven't one, for daily mail will do much to promote reading among all classes.

## **6. How Can We Develop a Richer Social Life and Recreation Facilities, a Greater "Get-together" Spirit Among Our People?**

People should get together more. See in section VI, games and songs for informal meetings suggested by Dr. Wyche. Every town and every school should have its playgrounds, and boys should have neighborhood baseball clubs, etc. Singing schools should be encouraged; plays and pageants also. In every school there should be frequent spelling, declamation and debating contests by boys and girls, and a neighborhood debating society for all. Each school should also utilize the extension lectures from the University, A. and M. College, and the various other colleges of the State; also from the State Departments of Education, Health, Agriculture, etc. Many of these are illustrated lectures. Henry S. Curtis in "Play and Recreation in the Open Country" suggests the following monthly program:

First Friday of each month: singing school.

Second Friday: spelling match.

Third Friday: debate.

Fourth Friday: school exhibition and fair.

Every Wednesday night: a public lecture.

Thursday nights: classes in domestic economy and agriculture followed by lunch and games.

Saturday night: moving pictures.

## **7. Appointment of Committees to Act and Report Later.**

After discussing all these matters let the people decide upon a few—not too many—about which they wish to inaugurate improvements right away. It may be with regard to consolidating districts so as to get a stronger community unit, develop a genuine social center, and give better support to all social agencies. It may be with regard to some definite plan for getting better roads or streets. It may be a moonlight school. It may be to get a better school or town library. It may be to organize a coöperative telephone association. And so on. In every case name a definite committee of three or five persons who will take charge of that particular task with a determination to make it a success. It is suggested that at least two definite committees be appointed:

(a) "Committee on School Improvement."

(b) "Committee on Community Improvement."

## **8. Adjourn to Some Later Date to Hear Reports of Committees Just Indicated.**

## **9. Games, Sports, Songs, Plays, and Social Features for Afternoon and Evening.**

A night session may be arranged with social features as indicated in part 6 of Section II of this Bulletin; or for a further discussion of the subjects indicated here; or for a lecture or address by some invited speaker.

(Close with "Home, Sweet Home" sung by all present.)



## SECTION IV

### PROGRAM FOR SATURDAY—COUNTY PROGRESS DAY

The object of the County Meeting on Saturday is to bring everybody in the county together at the county seat for a free, informal discussion of the needs and possibilities of the county. The purpose is to help forward all movements for the county's advancement and development. The surveys which have been made beforehand in the school districts, with the various resolutions adopted at the school meetings on Friday, should be collected by the Committee in charge of the Saturday's meeting and made the basis of a large part of the discussions.

#### 1. Preliminary Organization.

The meeting should be called to order at 10:30 o'clock by the Chairman of the County Committee.

Elect a permanent Chairman and Secretary. If the results of this meeting are to be of real value, a definite organization should be perfected and committees put to work to continue investigations throughout the year.

#### 2. Summary of Surveys From all School Districts.

The Committee in charge of the work in the county should arrange to have the surveys which have been made in the various school districts summarized for use in this special meeting.

#### 3. What the Figures Show as to Where Our County Leads and Where it Lags.

At this point a twenty minutes address by the strongest available man in the county should be made on the basis of the facts set forth in Section V of this bulletin and as found in the surveys from the various school districts of the county. A chart showing in heavy black letters the county's relative standing should also be prepared in advance from the tables assembled in Section V.

#### 4. A General Discussion of "What Our County Most Needs."

Five minute talks on each of the following subjects or as many as may be selected by the County Committee:

##### (a) A Six Months School Term.

North Carolina has increased the statutory limits of its school term from four to six months. This is a significant step. It means more money and a broader outlook on life for the children who take advantage of the extra 40 days of "schoolin'" per year.

The United States Bureau of Education puts it this way: The man who has had little or no schooling usually does unskilled labor and has an earning capacity of \$300 to \$450 per year. In the course of 40 years he earns between \$12,000 and \$18,000. The man who has completed the grammar grades has an average yearly earning capacity of from \$400 to \$600. His



total earnings for 40 years are between \$16,000 and \$24,000. The man who has completed the high school course earns \$1,000 annually. His total for 40 years is \$40,000.

That is, for each day he has attended school he has increased his total earning power. In other words he has invested something. During the 12 years required to complete the course (2,200 days) he has invested that which has increased his earning power from \$22,000 to \$28,000 more than if he had had "no schoolin'."

Isn't it pretty good business if a school boy can "lay up" \$10 daily while in school? These are averages made up from statistics, and of course there are exceptions to the rule. By adding 40 days per year to the term, think what a tremendous "capital" North Carolina is setting aside for her boys and girls!

See the table in Section V showing how your county ranks in amount spent for education per \$1,000 worth of property.

**(b) Do We Need a Farm Demonstration Agent?**

(This question may be omitted if you have a Demonstration Agent.)

The farm demonstration agent in North Carolina is rapidly becoming recognized as a foremost factor in rural progress. The actual demonstration of increased yields, through proper crop rotation, through planting of cover crops, through the adoption of scientific farming, carries conviction where printed reports and instructions would fail. "Things seen are mightier than things heard." See in Section V the average yields made under demonstration methods in various North Carolina counties as compared with yields made under ordinary methods.

In Caldwell County, 3,000 acres of crimson clover have been sown this fall as a result of the campaign carried on by the farm demonstrator. Proper cultures have been supplied, and clover, during the winter, is laying up the nitrogen supply for the summer crop.

The carrying out of a successful drainage project has been one of the means by which the agent in Henderson County has shown his value to the county. In Wake County the Demonstration is chiefly responsible for the record-breaking enrollment in Boys' Corn Clubs.

In still other counties poultry raising, dairy farming, coöperative marketing, corn and tomato clubs, and other special activities have been featured and everywhere the result has been worth while.

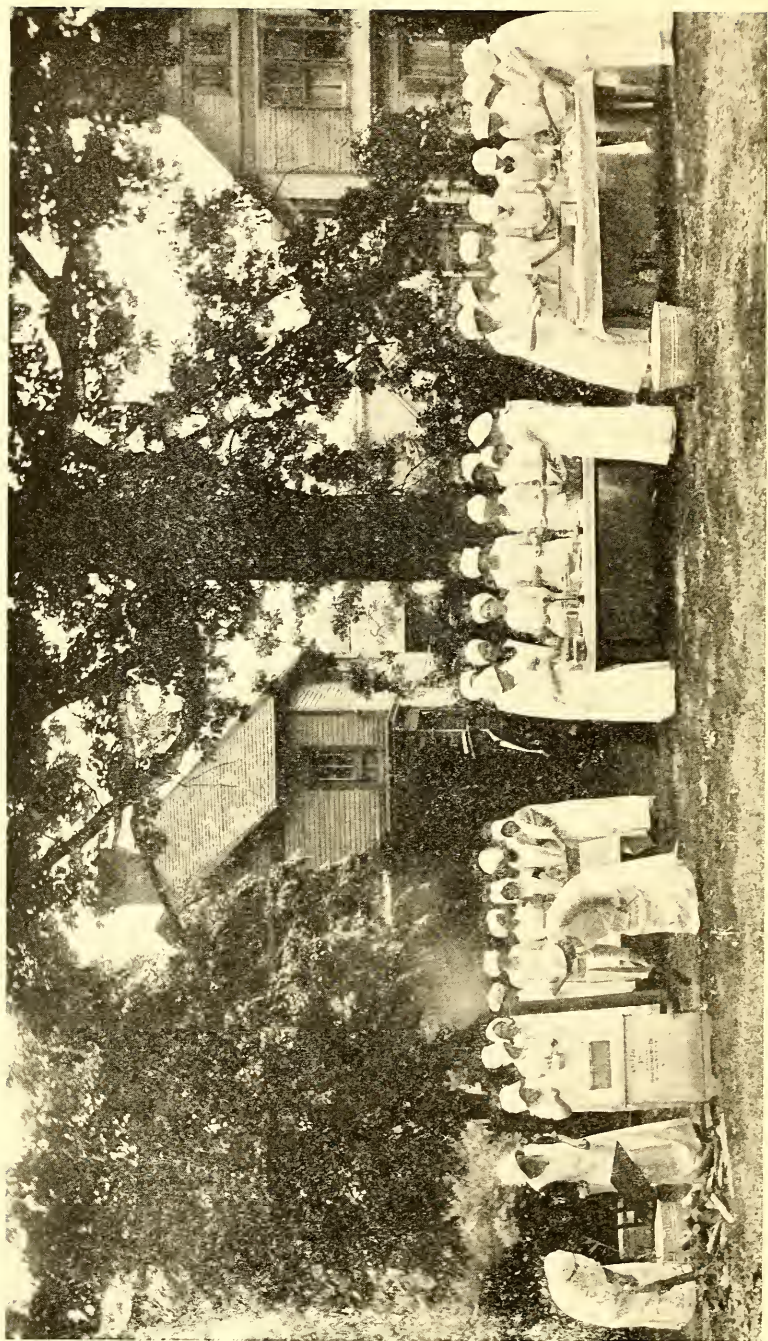
See the list of counties having agents in Section V. Is your county in the list? If not, write State Agent, Farm Demonstration Work, Raleigh, and ask how to get in.

**(c) Do We Need a Better Road System?**

The distance between Chapel Hill and Durham, by the public road, is twelve miles. In March, 1899, the editor of this Bulletin made the distance in a single buggy in three hours and a half. One of the incidents of the trip was a mire down and the breaking of the singletree.

In 1906 Durham County macadamized eight of the twelve miles. Orange has just completed a perfect sand-clay road for the remaining four miles. It has also raised the bridge over the creek twenty feet.

What has been the result? In September of this year the editor with half a dozen other passengers in a regular auto-transfer car made the



A NORTH CAROLINA CANNING CLUB DEMONSTRATION, UNDER THE DIRECTION OF MRS. JANE S. MCKIMMON.

identical trip in thirty-five minutes and passed a two horse wagon carrying a cord and a half of pine wood to Durham.

Special taxes and a \$250,000 bond issue effected this and made possible complete road systems for both counties.

Look up your county's ranking in good road mileage as given in the special table on Roads in Section V. If that is poor, write the Geological Survey, Chapel Hill, N. C., for copies of its publications on good roads, and start to work for a complete county road system. Such a system pays!

#### (d) Do We Need a County Fair?

The *Progressive Farmer* puts it this way: "Resolve now that you will have a county fair every fall. One great trouble about country life heretofore has been that there has not been adequate public recognition of the men and women who have done extraordinary work. It will give a new impetus to all lines of progress in your county to have an annual fair that will give distinct recognition to the man who has made the best corn yield in the county; to the man who has made the best cotton yield or tobacco yield or peanut yield; to the man who has bred up the best variety of corn or tobacco or cotton or peanuts; to the man who exhibits the best breed of hogs or cattle or sheep; to the woman who exhibits the best bread or canned goods or fancy work or poultry; to the school that reports the best work in agriculture; to the boy who makes the best record in the Corn Club work; to the girl who makes the best report in the Tomato Clubs, etc., etc."

Read the article "\$100 and a Few Ribbons Made a Successful Local Fair" in Section VI of this Bulletin, and the article "Let the County Recognize and Honor Public Service."

#### (e) Do We Need a County School Commencement?

This year 41 North Carolina counties held county commencements in which 75,000 school children participated in parades, exhibits, athletic contests, and other events, and at which 2,500 received certificates for the completion of the seven elementary grades.

The effect of this movement has been tremendous in awakening the educational consciousness of the counties. They have stimulated county pride, school spirit, community rivalry, and above all things else, they have given incentive to the school children to remain in school until the high school at least is reached.

Has your county witnessed the parade of all its school children down the main street, heard the bands playing, seen the flags flying, caught the light of inspiration on the faces of the leaders of tomorrow? If it has, the question of school taxes will hereafter cease to be a bugbear. If it has not, get in line for 1915. Join the 60 counties of the 100 already planning for this splendid county event. You will find details in Section VI under the subject County Commencements.

#### (f) Greater Community of Interest and Co-operation Between County and Town.

City boards of trade are rapidly seeing a new light. They are ceasing to be selfishly concerned with city projects alone, such as more factories and great "white ways" mainly. Their inspiring, new purpose is the welfare of the surrounding trade territory—the making of each town the center of a prosperous rural section.



Up-to-date chambers of commerce are becoming county-wide organizations. Farmers from every district are represented in them. Everything in the town is thrown open to the county dwellers—markets, hitching grounds, rest-rooms, warehouses, schools, libraries, hospitals. The latch-string hangs on the outside.

Charlotte and Durham have extended library privileges to the residents of the county. Goldsboro and Chapel Hill have rest-rooms. Gastonia recently entertained all the teachers of the county attending a special educational conference.

What idea has your town worked out which is tying town and county together in mutual helpfulness?

**(g) Do We Need a Whole-Time County Health Officer?**

In matters of health we are slow to adopt the proverb "an ounce of prevention is worth a pound of cure." We know the truth of this proverb, but we prefer to have whooping cough, or scarlet fever, or malaria, and then pay doctors' bills, rather than employ a skilled physician whose whole time shall be devoted to prevent these diseases, or what is better, to see to it that we prevent them ourselves.

We balk at the salary for such a county officer, and yet through failure of proper examination of our school children, through failure to prevent measles and diphtheria, through lack of knowledge as to the ways in which tuberculosis and typhoid are contracted, the care of infants, etc., we pay a hundred fold greater cost.

And this salary is paid in dollars, in ill developed bodies and minds, in sickness, in suffering, and in death itself!

The following counties think differently. They have Whole-Time Health Officers. As yet they are in the minority, but they have set an example for the majority: Buncombe, Columbus, Durham, Forsyth, Guilford, Johnston, Nash, New Hanover, Robeson, Rockingham, Sampson. Will your county join this honor roll if not already in it?

**(h) Do We Need a Whole-Time County Superintendent of Schools?**

The old time idea that any one could teach school or be a county superintendent of public instruction is decidedly out of date. The scrap heap is the proper and fitting place for it. The State of North Carolina maintains the University and a half dozen normal and training schools and the colleges of the State maintain educational departments, all of which give courses in teaching. A number of them offer special courses in administration and supervision of schools for men who are to become principals, superintendents, and county superintendents. The object of all this, of course, is to prepare men to take charge of county educational work who can devote all their time to it and who understand what their real work is.

On the face of it, it would seem that the county which employs a superintendent for only part time, and which employs for this job a man trained to do some other work, is following a plan that leads away from, rather than towards, a constructive educational policy for its people.

Read in Section VI under the subject "Rural School Teachers," Superintendent C. C. Wright's plan for stimulating teachers, and see what Wilkes is doing under trained, efficient leadership. Rural libraries are open in 153 schools. The salary of white teachers has increased from \$20 to \$39 since 1900. Corn Club boys number 294. In 1900 only three schools had assistant



teachers. Now there are 53, and the amount of local tax within the same period has increased from nothing to \$8,500!

Has your county a Rural School Supervisor or Assistant County Superintendent? In Section VI under the subject "Rural School Supervisors," you will find why you should have one.

**(i) Developing our Agricultural Sections by Substituting Diversification for One-crop Methods, by Encouraging Home-Ownership and by Getting More White Settlers.**

At every county meeting the chart already mentioned should show plainly how the county ranks in her acre-value of crop yields; in agricultural wealth per capita; and in farm tenancy. It will easily be seen that in counties where the acres yield the most dollars, the farmers who till these acres are frequently among the poorest. And why? Because they do not keep these dollars, but send them away to buy corn, flour, hay, meat, lard, mules, etc., with pay and profits to half a dozen intervening middlemen, railways, etc. In counties that make less per acre but raise their own food and stock, the people are much more prosperous. See how it is in your county.

Consider, too, the figures on farm tenancy, and remember that where tenancy increases, schools and churches decline, soils deteriorate, and all the agencies of a rich and satisfying rural civilization decay. Every county should seek to encourage home-ownership, and to this end taxation should fall lightest on lands and lots whose owners are developing and beautifying them, and heaviest on lands and lots held for speculation, partly or wholly undeveloped.

Wherever the white population is too sparse to furnish an adequate community life, or properly develop our resources, efforts should be made to get more white settlers to come and buy homes. Thousands of people have gone from our Western counties to Western States who should have remained in North Carolina; and there are thousands of thrifty, capable, sterling farmers in the West who would now come to help build up North Carolina if we should go after them. Let's keep our own good people and invite others. See map showing how our counties gained or lost in rural population in the last census decade, and whether your gain was large or not. Mecklenburg, Davidson, Durham, and other supposedly strong counties actually showed a decrease.

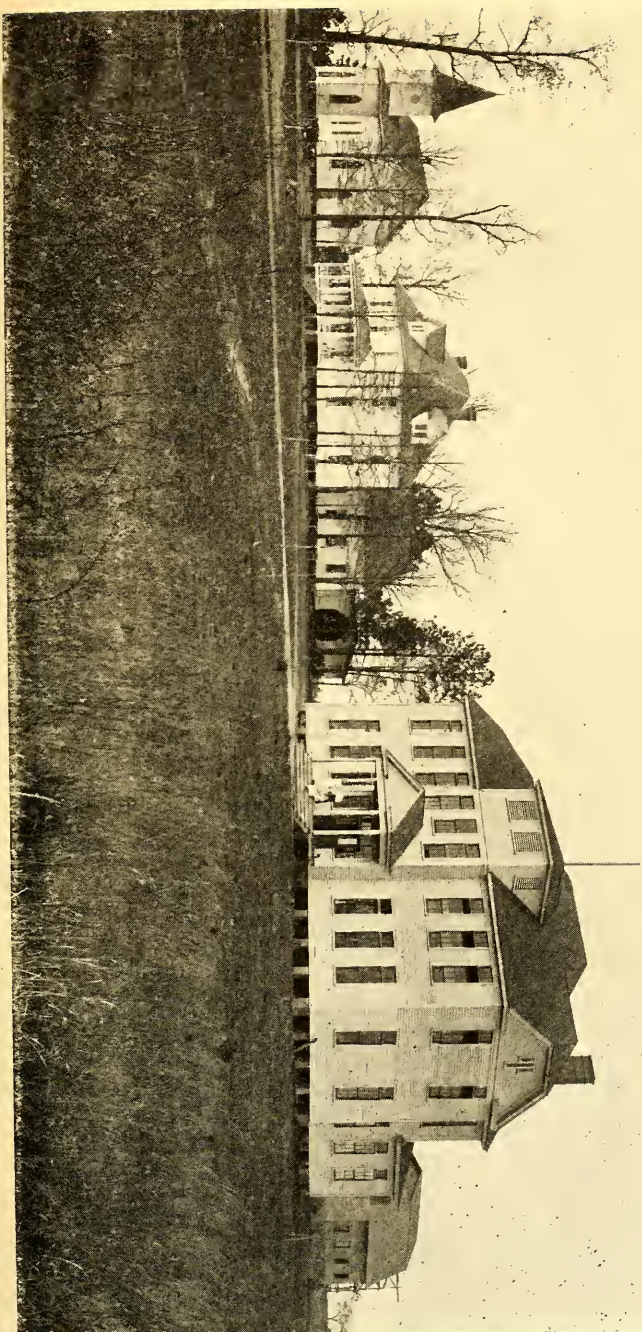
**(j) Do We Need a County Farm-Life School?**

On another page is the picture of the farm-life school at Lowe's Grove, Durham County. The assemblage of buildings is significant. It comprises (1) a modern school building, (2) principal's home and dormitory, (3) school farm barn, and (4) the community church. Add to this group the home of the country church pastor, which does not appear in the picture but which is close to the church, and you have the "plant" for the building of a splendid permanent community civilization.

Seventeen communities in North Carolina are operating such "plants" this year. Guilford County leads with three. Wake has two. One of the debating teams from the Pleasant Garden School (Guilford) in 1913 won the High School Debating Union Championship. The work of the classes in Agriculture and Domestic Science is attracting national attention.

Has your county thought of providing this agency for the building up of a permanent, happy, efficient, country civilization? Write State Superintendent Joyner for details.





THE BEGINNINGS OF THE "PLANT" AT LOWE'S GROVE FARM-LIFE SCHOOL, DURHAM COUNTY.



**(k) Closer Co-operation of all Church and Sunday School Forces for Moral and Spiritual Progress.**

Progress in these fields must rest upon three things: (1) a knowledge of existing conditions as determined by a survey; (2) an organized association uniting all interested workers in the communities and counties; and (3) working committees in each community.

The most prominent association of this sort is the Greensboro Inter-Church Association. Read the story in the April-June, 1914 number of the *Social Service Quarterly*, published in Raleigh, or write Mr. A. W. McAlister of Greensboro, and learn how they made a church and Sunday School survey, and started separate committees to work on Charities, Public Health, Amusements, Child Welfare, Social Evil, Law and Order, Legislation.

In the country sections the big thing for the church, in addition to its regular work, is to socialize its surrounding community, to promote the interest of all good movements which look to the social, moral, and spiritual uplift of the people. Read "The Country Church," by Dr. L. H. Bailey, in Section VI. Note, too, the table in Section V showing how your county ranks in church membership. The figures may astonish you.

**(l) A Campaign for Tick Eradication and Developing Live Stock and Dairy Interest.**

Through a special report on cattle ticks, Texas has recently learned that the presence of ticks on cattle not only lessens the value of the cattle on the hoof, probably about a cent a pound, but reduces the average price of hides three cents a pound and cuts down by a quart the quantity of milk per cow a day. Texas' tribute to the tick last year for milk alone was \$7,875,000, and North Carolina's tribute also reached a staggering total. Ticks have now been exterminated from a great part of the State these last ten years, but many Eastern counties are still infested. Write State Department of Agriculture, Raleigh, for help.

In every county, too, there is need for individual and coöperative action to get better breeds of cattle, hogs, and poultry. To this same end county fairs should be held, and pig clubs encouraged. The people in each community should raise the same breed as far as possible and make that community noted as a place to get Berkshires, Jerseys, Tamworths or whatever the breed may be. The State Department of Agriculture, Raleigh, will give help or advice about any form of live stock or dairy work.

If your county has not formed coöperative organizations for marketing live stock and dairy products, let several of its leaders read what Catawba County has done as told by Richard H. Shuford, of Hickory, in Bulletin No. 8, published by the Bureau of Extension of the University at Chapel Hill. Last year the Catawba Coöperative Creamery sold for its members 99,917 pounds of butter at 30 cents per pound and 78,570 dozen eggs at 21 cents per dozen.

**5. Adoption of Motions and Resolutions for Progress, and Appointment of Committees.**

At the conclusion of the discussions, draw up and adopt resolutions favoring such forward movements as have met the approval of the meeting. Put the resolutions in writing and have them formally passed. In this form they can be used before the County Board of Education, County Commissioners, the Board of Aldermen, or may be sent to your representatives in the General Assembly. At the same time name a strong committee on each subject.

Let these committees continue the investigations, report to further meetings throughout the year, and where indicated, present the resolutions adopted to the County Commissioners, Board of Education, Board of Aldermen, or other governing bodies with a view to their being put into practice.

If permanent results are to be secured from these meetings, the work begun must be carried out persistently. Before you adjourn, arrange for a later meeting at which these committees will report.

#### **6. Social and Recreational Features for Afternoon and Evening.**

Several counties have held singing and fiddlers' meetings in recent years. If there is an orchestra or band at the county seat it can be put to good service. The local school may arrange a play or special program for the occasion. The Woman's Club and the Board of Trade of the county seat have a splendid opportunity to play the host to the friends from the country.

Frequently the Department of Agriculture, or the Office of Public Roads, or the Public Health Service of the United States, will send lecturers, with moving or stereopticon pictures, illustrating many vital questions. This was the big feature of a Rally Day held in Chapel Hill in 1913. Special educational or other films might be secured by the committee for use in the moving picture halls of the town.

## SECTION V

### PLAIN TRUTH ABOUT YOUR COUNTY; WHERE IT STANDS AND HOW IT IS MOVING

#### NORTH CAROLINA'S POWER TO PRODUCE FARM WEALTH

North Carolina led the South in 1910 in the value of her cotton mill products. In the United States our rank was second in this particular; and in the value of tobacco factory products our rank was third.

Manufacture is a big business in North Carolina, but agriculture bulks still bigger. The capital invested in agriculture in the census year was nearly two and a half times the amount invested in manufacture; the farm wealth created, in crops and animal products, was nearly twice as great as the wealth created in the processes of manufacture; while the persons engaged in farming were nearly four times as many as the operatives in our mills and factories.

Our Commissioner of Agriculture, Maj. W. A. Graham, reports that the farm wealth created in the State in 1913-14 amounted to \$241,533,670. That is to say, the farms of North Carolina every three years create nearly as great wealth as the State has been able to accumulate on her tax books in two and a half centuries!

Another striking comparison. The resources of all our banks, State and national, amounted last year to \$157,128,178. But the farms of the State, in a single year, create wealth nearly twice as great.

The per-acre, crop-producing power of North Carolina in 1913 was \$24.84, and our rank was 8th among the States of the Union.

Our advantages, in soils and seasons, put us far in the lead in the creation of crop wealth from year to year. In per-acre, crop-producing power, North Carolina outranks every one of the rich prairie States of the Middle West.

These statements are in strict accord with the reports of the Federal Department of Agriculture.

---

#### NATIVE WHITE ILLITERACY IN NORTH CAROLINA

In 1910, our native-born white illiterates, 10 years of age and over, numbered 132,189, or 12.3 per cent. Our rank among the States, in this particular, was 46th. Louisiana and New Mexico made a poorer showing.

Nevertheless, our white illiterates were 43,456 fewer than in 1900, and the per cent fell from 19.5 to 12.3. Barring only New Mexico, no other State in the Union made a more effective assault upon white illiteracy during the census period.

Only 7,440 of our native white illiterates were city dwellers; while 124,552 of them lived in the countryside. The town rate was 5 per cent, and the country rate, 13.5 per cent.

Our illiterate white voters in 1910 numbered 49,710 or only 11,819 fewer than in Kentucky where Moonlight Schools are rapidly reducing adult illiteracy.

Illiteracy among native-born whites in the United States ranges from three-tenths of one per cent in Montana, North Dakota, Washington, and Wyoming to 12.3 per cent in North Carolina, 15 per cent in Louisiana, and 15.5 per cent in New Mexico.

In North Carolina, native white illiteracy ranges from 3.2 per cent in New Hanover to 22.4 per cent in Mitchell County.

TABLE I.

## ILLITERACY AMONG NATIVE-BORN WHITES IN NORTH CAROLINA

Ten years of age and over, 1910 census

Rank	Counties	Per cent	Rank	Counties	Per cent
1	New Hanover.....	3.2	46	Caswell.....	11.6
2	Mecklenburg.....	4.6	46	Randolph.....	11.6
3	Washington.....	5.9	48	Lenoir.....	11.7
4	Pasquotank.....	6.1	48	Transylvania.....	11.7
5	Perquimans.....	7.1	50	Hyde.....	11.6
6	Rowan.....	7.3	51	Northampton.....	12.0
7	Iredell.....	7.5	52	Person.....	12.2
8	Craven.....	7.6	53	Bladen.....	12.3
8	Dare.....	7.6	53	Rockingham.....	12.3
10	Guilford.....	7.8	55	Harnett.....	12.5
11	Bertie.....	8.0	55	Lincoln.....	12.5
11	Currituck.....	8.0	57	Jones.....	12.6
13	Buncombe.....	8.1	58	Camden.....	12.7
14	Orange.....	8.2	59	Macon.....	12.8
14	Durham.....	8.2	60	Davidson.....	13.0
14	Vance.....	8.2	60	Haywood.....	13.0
17	Gates.....	8.3	62	Carteret.....	13.5
17	Warren.....	8.3	62	Robeson.....	13.5
19	Pender.....	8.4	64	Wilson.....	13.8
20	Halifax.....	8.6	64	Onslow.....	13.8
21	Lee.....	8.9	66	Duplin.....	14.2
22	Alamance.....	9.3	67	Sampson.....	14.3
23	Anson.....	9.6	68	Cleveland.....	14.4
23	Wayne.....	9.6	68	Montgomery.....	14.4
25	McDowell.....	9.8	70	Gaston.....	14.5
25	Wake.....	9.8	71	Martin.....	14.6
27	Alleghany.....	10.0	72	Watauga.....	14.8
28	Granville.....	10.1	73	Alexander.....	14.9
28	Moore.....	10.1	73	Tyrrell.....	14.9
28	Richmond.....	10.1	75	Greene.....	15.1
31	Graham.....	10.2	75	Polk.....	15.1
31	Hertford.....	10.2	77	Jackson.....	15.3
33	Catawba.....	10.6	77	Nash.....	15.3
33	Chowan.....	10.6	77	Rutherford.....	15.3
35	Henderson.....	10.7	80	Stanly.....	15.4
36	Forsyth.....	10.9	81	Ashe.....	15.6
37	Pamlico.....	11.0	82	Davie.....	15.7
37	Beaufort.....	11.0	83	Burke.....	16.0
39	Chatham.....	11.1	83	Johnston.....	16.0
39	Cumberland.....	11.1	85	Brunswick.....	16.2
39	Pitt.....	11.1	86	Clay.....	16.3
42	Union.....	11.3	87	Caldwell.....	16.7
43	Edgecombe.....	11.4	88	Swain.....	18.0
43	Franklin.....	11.4	88	Yadkin.....	18.0
45	Cabarrus.....	11.5	90	Scotland.....	18.6

Rank	Counties	Per cent	Rank	Counties	Per cent
91	Madison.....	18.7	94	Yancey.....	19.5
92	Surry.....	19.0	96	Stokes.....	20.5
93	Cherokee.....	19.4	97	Wilkes.....	21.5
94	Columbus.....	19.5	98	Mitchell.....	22.4

The State..... 12.3 per cent.  
The United States..... 3.0 per cent.

### CHURCH MEMBERSHIP IN NORTH CAROLINA

Church membership in North Carolina, according to the latest published figures of the Census Bureau, ranges from 18 per cent of the population in Edgecombe County to 73 per cent in Bertie. The average for the State being 40 per cent; and our rank, seventeenth.

In the United States church membership ranges from 18.2 per cent in Oklahoma to 63.3 per cent in New Mexico where more than five-sixths of the communicants are Catholics. In the United States 39.1 per cent of the population are church members.

In 1906, the members of the various religious bodies in North Carolina numbered, all told, 824,385; but 679,000 people of responsible age—ten years of age or more—were outside the churches. In twenty counties, more than two-thirds, and in five counties more than three-fourths, of the population were non-church members.

These figures are taken from or based on the Census of Religious Bodies, 1906.

TABLE II.

### CHURCH MEMBERSHIP IN NORTH CAROLINA

Based on The Census of Religious Bodies, 1906

Rank	Counties	Per cent	Rank	Counties	Per cent.
1	Bertie.....	73	14	Warren.....	52
2	Hertford.....	66	19	Catawba.....	51
3	Northampton.....	64	19	Cabarrus.....	51
4	Chowan.....	63	19	Guilford.....	51
5	Gates.....	62	22	Washington.....	50
6	Pasquotank.....	58	22	Rowan.....	50
7	Vance.....	57	22	Halifax.....	50
8	Cleveland.....	55	22	Currituck.....	50
9	Pender.....	54	26	Anson.....	49
9	Camden.....	54	26	Craven.....	49
11	Mecklenburg.....	53	26	Davie.....	49
11	Lincoln.....	53	26	Scotland.....	49
11	Cumberland.....	53	26	Stanly.....	49
14	Chatham.....	52	26	Tyrrell.....	49
14	Granville.....	52	32	Iredell.....	48
14	Pamlico.....	52	33	Transylvania.....	47
14	Perquimans.....	52	33	Bladen.....	47



Rank	Counties	Per cent	Rank	Counties	Per cent
33	Greene.....	47	65	Jones.....	39
33	Davidson.....	47	68	Buncombe.....	38
33	Moore.....	47	68	Carteret.....	38
38	Union.....	46	68	Person.....	38
38	Henderson.....	46	68	Mitchell.....	38
38	Wake.....	46	72	Montgomery.....	37
41	Caldwell.....	45	73	McDowell.....	35
41	Gaston.....	45	73	Macon.....	35
41	Sampson.....	45	73	Wayne.....	35
44	Alexander.....	44	76	Pitt.....	34
44	Columbus.....	44	76	Caswell.....	34
44	Duplin.....	44	78	Cherokee.....	33
44	Franklin.....	44	78	Clay.....	33
44	Hyde.....	44	78	Nash.....	33
44	New Hanover.....	44	78	Wilkes.....	33
44	Richmond.....	44	82	Polk.....	32
44	Robeson.....	44	83	Madison.....	31
52	Dare.....	43	83	Onslow.....	31
52	Durham.....	43	85	Surry.....	30
52	Harnett.....	43	85	Johnston.....	30
52	Rutherford.....	43	85	Haywood.....	30
52	Yancey.....	43	88	Martin.....	28
57	Beaufort.....	42	88	Rockingham.....	28
57	Brunswick.....	42	90	Jackson.....	27
57	Forsyth.....	42	91	Graham.....	26
60	Lenoir.....	41	92	Swain.....	25
60	Watauga.....	41	93	Ashe.....	24
62	Randolph.....	40	93	Wilson.....	24
62	Orange.....	40	95	Stokes.....	21
62	Burke.....	40	96	Alleghany.....	19
65	Alamance.....	39	97	Edgecombe.....	18
65	Yadkin.....	39			

The State, 1906.....	40.0 per cent.
The State, 1890.....	42.3 per cent.
The United States, 1906.....	39.1 per cent.
The United States, 1890.....	32.7 per cent.

### FARM TENANTS IN NORTH CAROLINA

In North Carolina, more than two-fifths of our farmers are tenants, and more than one-third of our cultivated area is under the tenancy system.

Moreover, our white tenants outnumber our negro tenants nearly three to two. With their families, the white tenants of the State make a landless, homeless population of 315,000 souls. The white tenants in North Carolina outnumber the negro tenants by 19,009; in the South, by 185,804.

The farms cultivated by tenants in North Carolina are 42.3 per cent of the total; in 1880, they were 33.5 per cent. Virginia, Tennessee, and Florida have less tenancy farming than North Carolina; all the other Southern States have more.

Tenancy in North Carolina ranges from seven-tenths of one per cent in Dare to 74.7 per cent in Scotland County. In thirty counties of the State, more than half the farmers are tenants; in four counties, more than two-thirds are tenants, and in Scotland County, nearly three-fourths.

Forty-seven counties show decreases in farm tenancy during the last census period, mainly in the cereals, hay and forage, live stock counties—notably Buncombe (10.4 per cent) and Macon (11 per cent).

Forty-nine counties increased in tenancy during this period—notably Scotland (19.1 per cent). The increases occurred mainly in the cotton growing counties.

Excessive farm tenancy in the State is confined to the older cotton and tobacco growing regions along the Virginia border, to the eastern and north-eastern counties, and to the newer cotton counties bordering South Carolina.

Excessive farm tenancy means, for the most part, a one-crop, supply-merchant, farm civilization. It retards the diversification of crops and the development of live stock industries. Usually it is marked by a deficiency in home-raised food and feed stuffs, and the slow accumulation of farm wealth. It diverts attention from public health and sanitation. It delays farm organization and coöperative farm enterprise. It imperils schools and churches, law and order.

TABLE III.  
FARM TENANTS IN NORTH CAROLINA  
1910 Census

Rank	Counties	Per cent	Rank	Counties	Per cent
	The State.....	42.3	34	Swain.....	30.4
1	*Dare.....	.7	35	*Macon.....	30.8
2	*Alleghany.....	15.1	36	Surry.....	30.9
3	*Ashe.....	16.1	37	Sampson.....	33.2
4	*Pender.....	16.5	38	*Yancey.....	33.4
4	Columbus.....	16.5	39	*Washington.....	33.5
6	Brunswick.....	17.5	40	*Clay.....	33.7
7	Watauga.....	17.7	41	Onslow.....	34.1
8	*Bladen.....	18.4	42	Harnett.....	34.8
9	*Mitchell.....	19.0	43	Stanly.....	34.9
10	Randolph.....	20.9	44	*Cherokee.....	35.2
11	*Henderson.....	21.3	45	Currituck.....	36.2
12	*Alexander.....	21.6	46	*Montgomery.....	36.6
13	Carteret.....	22.0	47	*Orange.....	37.0
13	*Davidson.....	22.0	48	Duplin.....	37.1
15	*New Hanover.....	23.1	48	*Chowan.....	37.1
16	*Transylvania.....	23.3	50	Lee.....	37.3
17	Pamlico.....	23.7	51	Craven.....	37.6
18	Caldwell.....	24.1	52	*Rowan.....	37.8
19	*Jackson.....	24.9	53	*Haywood.....	38.4
20	*Wilkes.....	25.1	54	Cumberland.....	39.2
21	*Moore.....	25.5	55	*Chatham.....	39.3
22	Forsyth.....	25.9	56	*Iredell.....	39.5
23	*Buncombe.....	26.9	57	*Lincoln.....	41.5
24	*Graham.....	27.1	58	Polk.....	42.3
25	*Guilford.....	27.3	59	McDowell.....	42.8
25	*Madison.....	27.3	60	*Davie.....	43.0
25	*Yadkin.....	27.3	61	*Martin.....	44.0
28	*Catawba.....	27.4	62	Bartie.....	45.9
29	*Burke.....	28.1	63	Rutherford.....	46.1
30	*Gates.....	28.2	64	Johnston.....	47.4
31	*Alamance.....	28.3	65	*Stokes.....	47.8
32	Beaufort.....	28.4	66	Pasquotank.....	48.1
33	Tyrrell.....	28.9	67	*Perquimans.....	49.2



Rank	Counties	Per cent	Rank	Counties	Per cent
68	Gaston.....	49.8	84	*Vance.....	59.2
69	Cleveland.....	50.6	85	Person.....	59.9
70	Hyde.....	51.8	86	Nash.....	62.1
71	*Camden.....	52.7	87	Wayne.....	62.2
72	Robeson.....	54.2	88	Anson.....	63.6
73	Wake.....	54.3	89	*Halifax.....	64.2
74	Hertford.....	54.4	89	Mecklenburg.....	64.2
75	*Rockingham.....	54.5	91	Franklin.....	64.6
76	*Warren.....	54.8	92	Jones.....	64.9
77	Cabarrus.....	56.0	92	Pitt.....	64.9
78	*Caswell.....	56.2	94	Lenoir.....	65.8
79	*Durham.....	56.5	95	Wilson.....	69.1
80	Union.....	56.8	96	Greene.....	72.0
80	Northampton.....	56.8	97	Edgecombe.....	72.8
82	Richmond.....	57.0	98	Scotland.....	74.7
83	*Granville.....	57.6			

The asterisk (\*) indicates a decrease in farm tenancy during the last census period. Each county not so marked shows an increase in tenancy.

### PER CAPITA WEALTH OF COUNTRY POPULATIONS IN NORTH CAROLINA

The accumulated wealth of a community is the material basis of well-being and progress. Upon it depends the self-sustaining, self-protecting, self-elevating ability of the community.

Improved public highways, attention to public health and sanitation, home comforts, conveniences and luxuries, well equipped farms with sufficient operating capital are distinctly related to it. It is the source of support for schools and churches, law and order.

What material basis, then, has the country civilization of North Carolina. Is it meagre or abundant? Sufficient or insufficient?

The accumulated farm wealth of the State, in the census year—land, buildings, implements and domestic animals—amounted to \$537,716,210. The country dwellers—outside all incorporated towns of every size—were 1,669,331.

Upon this basis, the per capita wealth of our countryside population in North Carolina in 1910 was \$322.

Calculated in the same way, the per capita wealth of the farm population in the United States in the census year was \$994; in Illinois, \$2,655; in Iowa, \$3,386; in McLean County, Illinois, \$3,685.

And yet North Carolina produced far greater crop wealth per acre in 1913 than Iowa or Illinois or even McLean County, Illinois, one of the banner agricultural counties of the United States—\$24.84 against \$17.01 in Iowa, \$14.87 in Illinois, and \$18.00 in McLean County.

We create greater crop values per acre, while they accumulate greater wealth; mainly because theirs is a many-crop, live-stock, ownership system of farming.

The per capita wealth of country populations in North Carolina ranges from \$45.00 in Dare, to \$560.00 in Alleghany.

Alleghany was at the bottom of the list in 1910 in per-acre crop-producing power; but at the head of the list in per capita wealth—mainly because the Alleghany farmers, as a rule, own the farms they till and till the farms they own; raise food and feed stuffs in abundance, with surpluses to market; and market their surpluses on four legs instead of four wheels.

It is a type of farming that must become general in North Carolina and the South, if our country population achieves permanent prosperity.

The per capita wealth of the country populations of the South in 1910 was as follows:

Rank	State	Amount	Rank	State	Amount
1	Oklahoma.....	\$ 829	8	Georgia.....	\$ 325
2	Texas.....	821	9	Arkansas.....	324
3	Kentucky.....	500	10	North Carolina.....	322
4	South Carolina.....	449	11	Florida.....	321
5	Virginia.....	424	12	Mississippi.....	302
6	Tennessee.....	380	13	Louisiana.....	286
7	West Virginia.....	365	14	Alabama.....	230

The United States.....	\$ 994
Illinois.....	2,655
Iowa.....	3,386
McLean County, Illinois.....	3,685

TABLE IV.

### PER CAPITA WEALTH OF COUNTRY POPULATIONS IN NORTH CAROLINA

Based on the 1910 Census

The State, \$322 (whites alone, \$395; negroes alone, \$158). The United States, \$994.

Rank	Counties	Per Capita Wealth	Rank	Counties	Per Capita Wealth
1	Alleghany.....	\$ 560	21	Forsyth.....	\$ 333
2	Scotland.....	466	22	Johnston.....	330
3	Mecklenburg.....	456	23	Sampson.....	329
4	Davidson.....	449	23	Currituck.....	329
5	Buncombe.....	439	25	Hertford.....	322
6	Ashe.....	425	26	Yancey.....	318
7	Greene.....	388	27	Yadkin.....	314
8	Lenoir.....	386	28	Cumberland.....	313
9	Cleveland.....	385	29	Polk.....	305
10	Wayne.....	381	30	Camden.....	303
11	Wilson.....	377	31	Gates.....	302
11	Iredell.....	377	32	Transylvania.....	301
13	Henderson.....	370	33	Hyde.....	300
14	Edgecombe.....	363	33	Union.....	300
14	Watauga.....	363	35	Guilford.....	290
16	Robeson.....	355	36	Alexander.....	294
17	Pasquotank.....	351	37	Rutherford.....	293
18	Catawba.....	349	38	Haywood.....	291
19	Cabarrus.....	348	38	Lincoln.....	291
20	Pitt.....	341	40	Caldwell.....	290

Rank	Counties	Per Capita Wealth	Rank	Counties	Per Capita Wealth
41	Clay.....	288	70	Pender.....	229
42	Chowan.....	287	71	Franklin.....	227
43	Davie.....	286	72	Harnett.....	225
43	Nash.....	286	73	Macon.....	224
45	Craven.....	281	74	Wilkes.....	222
46	Stokes.....	279	75	Perquimans.....	221
47	Gaston.....	275	76	Orange.....	218
48	Duplin.....	274	76	Warren.....	218
49	Rowan.....	273	78	Jackson.....	217
50	Wake.....	272	79	Tyrrell.....	215
51	Beaufort.....	267	80	Columbus.....	213
52	Granville.....	266	81	Bladen.....	211
53	Randolph.....	265	82	Durham.....	210
54	Pamlico.....	263	83	Halifax.....	205
55	Burke.....	260	84	McDowell.....	204
56	Northampton.....	258	85	Onslow.....	197
57	Anson.....	257	86	Lee.....	195
58	Jones.....	251	87	Rockingham.....	191
58	Surry.....	251	88	Washington.....	185
60	Alamance.....	249	89	New Hanover.....	181
60	Vance.....	249	90	Montgomery.....	180
62	Chatham.....	248	91	Richmond.....	176
63	Caswell.....	246	92	Graham.....	175
64	Bertie.....	245	93	Moore.....	166
65	Martin.....	244	94	Cherokee.....	154
66	Person.....	237	95	Brunswick.....	151
67	Madison.....	234	96	Swain.....	149
68	Mitchell.....	231	97	Carteret.....	108
68	Stanly.....	231	98	Dare.....	47

### THE PER-ACRE, CROP-PRODUCING POWER OF NORTH CAROLINA

The average per-acre crop yield in the United States in 1913 was \$16.31.

In the census year, forty-one counties of North Carolina produced greater crop wealth per acre! Scotland County, more than twice as much!

The Federal Census Bureau has recently celebrated the eight banner agricultural counties of the United States. It is interesting to compare the per-acre crop yields of these counties with the eight North Carolina counties leading in this particular in the census year:

Rank	Counties	Amount	Rank	Counties	Amount
1	Los Angeles County, Cal.	\$ 35.00	1	Scotland County, N. C.	\$ 42.02
2	Lancaster County, Penn.	28.00	2	Robeson County, N. C.	32.49
3	Aroostook County, Me.	23.00	3	Pamlico County, N. C.	31.12
4	McLean County, Ill.	18.00	4	Dare County, N. C.	30.27
5	Livingston County Ill.	18.00	5	New Hanover Co., N. C.	29.08
6	LaSalle County, Ill.	17.00	6	Wilson County, N. C.	28.70
7	Iroquois County, Ill.	16.00	7	Johnston County, N. C.	27.71
8	Whitman County, Wash.	14.00	8	Beaufort County, N. C.	26.05

On the other hand, compare the per capita wealth of the country populations in these counties. The contrasts are startling:

Rank	Counties	Amount	Rank	Counties	Amount
1	McLean County, Ill.....	\$3,865.00	1	Scotland County, N. C..	\$ 466.00
2	Livingston County, Ill....	3,815.00	2	Robeson County, N. C..	355.00
3	LaSalle County, Ill.....	3,145.00	3	Pamlico County, N. C..	263.00
4	Iroquois County, Ill.....	2,957.00	4	Dare County, N. C.....	45.00
5	Whitman County, Wash....	2,414.00	5	New Hanover Co., N. C..	181.00
6	Los Angeles County, Cal..	2,163.00	6	Wilson County, N. C. ..	377.00
7	Aroostook County, Me....	1,191.00	7	Johnston County, N. C..	330.00
8	Lancaster County, Penn..	\$23.00	8	Beaufort County, N. C..	267.00

Our North Carolina counties produce far greater crop-wealth per acre, year by year; but it is produced under a farm system that does not allow it to stick to the palms that sweat it out.

The farm-wealth produced by cotton and tobacco under a tenancy system disappears out of a community as though by evaporation overnight. Neither producers nor landlords nor supply merchants are able to hold it. It slips through their fingers for the most part in some sixty days, and goes to enrich the ends of the earth!

The county in North Carolina that heads the list, in per capita wealth of country population, is Alleghany; and Alleghany raises little tobacco and no cotton. It is a cereals, hay and forage, live stock county.

North Carolina will always need to grow cotton and tobacco; but while it is growing, our barns and bins, smoke-houses and cribs ought to be filled with home-raised food and feed stuffs. Otherwise the accumulation of community wealth in our country regions is well nigh impossible.

Witness the small average wealth of the country populations in our fourteen leading tobacco growing counties. It ranges from \$191 per person in the poorest to \$388 in the richest of these counties!

Permanent farm prosperity cannot be reckoned in wealth produced; it must be reckoned in wealth retained.

TABLE V.  
PER-ACRE CROP YIELDS IN NORTH CAROLINA

Based on the 1910 Census

Rank	Counties	Per Acre Yield	Rank	Counties	Per Acre Yield
1	Scotland.....	\$42.02	10	Columbus.....	\$24.56
2	Robeson.....	32.49	11	Nash.....	24.36
3	Pamlico.....	31.12	12	Greene.....	24.25
4	Dare.....	30.27	13	Pitt.....	24.23
5	New Hanover.....	29.08	14	Cumberland.....	23.97
6	Wilson.....	28.70	15	Wayne.....	22.84
7	Johnston.....	27.71	16	Chowan.....	21.95
8	Beaufort.....	26.05	17	Edgemcombe.....	21.78
9	Richmond.....	25.64	18	Anson.....	21.38



Rank	Counties	Per Acre Yield	Rank	Counties	Per Acre Yield
19	Wake.....	21.34	59	Rutherford.....	13.69
20	Harnett.....	21.10	60	Camden.....	13.67
21	Hertford.....	20.05	61	Tyrrell.....	13.33
22	Brunswick.....	19.87	62	Chatham.....	13.16
23	Carteret.....	19.78	63	Surry.....	13.15
24	Martin.....	19.62	64	Orange.....	13.13
25	Warren.....	19.11	65	Caswell.....	12.76
26	Lenoir.....	19.03	66	Catawba.....	12.62
27	Cleveland.....	19.00	67	Granville.....	12.60
28	Mecklenburg.....	18.88	68	Lincoln.....	12.46
29	Halifax.....	18.63	69	Pasquotank.....	12.24
30	Sampson.....	18.38	70	Swain.....	12.17
31	Union.....	18.35	71	Iredell.....	12.15
32	Lee.....	18.21	72	Guilford.....	12.03
33	Hyde.....	18.15	73	Davidson.....	11.97
34	Pender.....	17.93	74	Alamance.....	11.57
35	Bertie.....	17.92	75	Perquimans.....	11.47
36	Gates.....	17.64	76	Burke.....	11.10
37	Duplin.....	17.62	77	Randolph.....	10.96
38	Vance.....	17.57	78	Yadkin.....	10.82
39	Northampton.....	17.02	79	Caldwell.....	10.80
40	Washington.....	16.81	80	McDowell.....	10.69
41	Gaston.....	16.54	81	Transylvania.....	10.48
42	Bladen.....	16.06	82	Jackson.....	10.25
43	Durham.....	15.86	83	Alexander.....	9.79
44	Franklin.....	15.81	84	Clay.....	9.73
45	Currituck.....	15.76	85	Henderson.....	9.24
46	Montgomery.....	15.63	86	Cherokee.....	9.13
47	Stokes.....	15.51	87	Yancey.....	9.04
47	Jones.....	15.51	88	Mitchell.....	8.96
49	Craven.....	15.26	89	Davie.....	8.93
50	Rockingham.....	14.66	90	Graham.....	8.92
51	Moore.....	14.64	91	Haywood.....	8.53
52	Person.....	14.55	92	Wilkes.....	7.91
53	Cabarrus.....	14.39	93	Buncombe.....	7.84
54	Forsyth.....	14.13	94	Macon.....	7.81
55	Rowan.....	14.04	95	Madison.....	7.66
56	Stanly.....	13.94	96	Ash.....	5.34
57	Onslow.....	13.89	97	Watauga.....	5.25
58	Polk.....	13.81	98	Alleghany.....	4.83

### THE FOOD-PRODUCING POWER OF NORTH CAROLINA

Home-raised food and feed stuffs are related to the accumulation of wealth in farm communities.

It is commonly supposed that it is good sense and good business to raise cotton or tobacco, and buy farm supplies meanwhile from aliens and strangers in other states and sections.

The following tables, worked out of the 1910 Census, throw a flood of light on this question:

PER CAPITA WEALTH OF  
COUNTRY POPULATIONS

PER CAPITA FOOD-PRO-  
DUCING POWER

Rank	State	Amount	Rank	State	Amount
1	Oklahoma.....	\$ 829.00	1	Oklahoma.....	\$ 100.00
2	Texas.....	821.00	2	Kentucky.....	72.00
3	Kentucky.....	500.00	3	Tennessee.....	66.00
4	South Carolina.....	449.00	3	Virginia.....	66.00
5	Virginia.....	424.00	5	Texas.....	60.00
6	Tennessee.....	380.00	6	West Virginia.....	52.00
7	West Virginia.....	365.00	7	Arkansas.....	51.00
8	Georgia.....	325.00	8	North Carolina.....	45.00
9	Arkansas.....	324.00	8	Florida.....	45.00
10	North Carolina.....	322.00	10	Louisiana.....	39.00
11	Florida.....	321.00	11	Mississippi.....	37.00
12	Mississippi.....	302.00	12	Georgia.....	35.00
13	Louisiana.....	286.00	13	South Carolina.....	34.00
14	Alabama.....	230.00	13	Alabama.....	34.00

Oklahoma ranked first in food production in the South and first in per capita farm wealth; Alabama, last in food production, and last in per capita farm wealth.

The food consumed per person in the run of a year in the South Atlantic States costs around \$84. (Bulletin Federal Department of Agriculture).

Oklahoma raised enough food for home consumption, and had twenty million dollars worth to export. Alabama raised only thirty-four dollars worth of food per person and had nearly a hundred and ten million dollars worth to buy.

The average food-production in North Carolina in 1910 was \$45.00 per inhabitant and our rank among the Southern states, in this particular, was 10th.

The food and feed producing power of North Carolina counties in the census year, ranged from \$9.00 per inhabitant in Dare to \$106.00 in Alleghany. The figures cover crops and animal products on the farm.

A STUDY IN CONTRASTS

Based on the 1910 Census

	Alleghany County	Scotland County
Per acre crop yield.....	\$ 4.83	\$ 42.42
Produced by cereals, hay and forage, vegetables, fruits and nuts.....	89.0%	19.0%
Produced by cotton.....		81.0%
Tenancy farming.....	15.1%	74.4%
Per capita food produced.....	\$ 106.00	\$ 42.00
Surplus food for sale.....	170,390.00	
Deficit—food imported.....		\$ 645,246.00
Rank in per acre crop yield.....	Last	First
Per capita wealth.....	\$ 560.00	\$ 466.00
Rank in per capita wealth.....	First	Second

Under the many-crop, live-stock, ownership system in Alleghany county, the farmers handle less money, but accumulate greater wealth per person.

Under the one-crop, farm-tenancy, supply-merchant system in Scotland county, the farmers handle more money, but accumulate less wealth per person.

TABLE VI.

## PER CAPITA FOOD AND FEED STUFFS PRODUCED IN NORTH CAROLINA

Based on the 1910 Census

Rank	Counties	Per Capita Food	Rank	Counties	Per Capita Food
1	Alleghany.....	\$106	45	Greene.....	\$ 47
2	Cherokee.....	97	45	Rowan.....	47
2	Clay.....	97	47	Person.....	46
4	Ashe.....	84	47	Jones.....	46
5	Watauga.....	74	47	Swain.....	46
6	Hertford.....	71	50	Halifax.....	45
6	Yancey.....	71	50	Harnett.....	45
8	Davidson.....	69	50	Henderson.....	45
8	Gates.....	69	50	Surry.....	45
10	Currituck.....	66	54	Alamance.....	44
11	Camden.....	64	54	Stanly.....	44
11	Duplin.....	64	54	Wayne.....	44
13	Alexander.....	63	57	Burke.....	43
13	Martin.....	63	57	Brunswick.....	43
13	Randolph.....	63	59	Chowan.....	42
16	Madison.....	62	59	Edgecombe.....	42
16	Sampson.....	62	59	Nash.....	42
18	Macon.....	61	59	Scotland.....	42
18	Tyrrell.....	61	59	Warren.....	42
18	Jackson.....	61	59	Washington.....	42
21	Yadkin.....	60	65	Bladen.....	41
21	Chatham.....	60	65	Iredell.....	41
21	Bertie.....	60	65	Montgomery.....	41
24	Stokes.....	59	65	Robeson.....	41
24	Johnston.....	59	69	Buncombe.....	40
26	Orange.....	57	69	Cabarrus.....	40
27	Onslow.....	56	69	Granville.....	40
28	Transylvania.....	55	69	McDowell.....	40
28	Haywood.....	55	73	Perquimans.....	39
30	Pender.....	54	73	Rutherford.....	39
30	Hyde.....	54	73	Union.....	39
30	Polk.....	54	76	Lee.....	38
33	Mitchell.....	53	77	Rockingham.....	36
34	Catawba.....	52	77	Anson.....	36
34	Columbus.....	52	77	Moore.....	36
34	Davie.....	52	80	Beaufort.....	35
34	Graham.....	52	80	Lenoir.....	35
38	Caswell.....	50	82	Cumberland.....	33
38	Wilkes.....	50	82	Vance.....	33
40	Cleveland.....	49	84	Pitt.....	32
40	Northampton.....	49	85	Wake.....	31
40	Lincoln.....	49	86	Gaston.....	30
43	Caldwell.....	48	87	Forsyth.....	29
43	Pamlico.....	48	88	Wilson.....	28

Rank	Counties	Per Capita Food	Rank	Counties	Per Capita Food
89	Richmond.....	\$ 27	94	Mecklenburg.....	\$ 24
89	Franklin.....	27	95	Carteret.....	22
89	Pasquotank.....	27	96	Durham.....	17
92	Guilford.....	26	97	New Hanover.....	10
93	Craven.....	25	98	Dare.....	9

## HOME-RAISED FOOD DEFICITS IN THE SOUTH

Based on the 1910 Census

Rank	State	Amount	Rank	State	Amount
	Oklahoma, surplus.....	\$ 20,513,840	7	Louisiana, deficit.....	\$ 74,537,430
1	Kentucky, deficit.....	27,478,860	8	South Carolina, deficit..	75,770,000
2	Florida, deficit.....	28,299,041	9	Mississippi, deficit.....	84,464,358
3	Virginia, deficit.....	37,109,016	10	North Carolina, deficit..	86,045,271
4	West Virginia, deficit....	39,075,808	11	Alabama, deficit.....	106,904,650
5	Tennessee, deficit.....	39,326,202	12	Georgia, deficit.....	127,846,929
6	Arkansas, deficit.....	51,951,438	13	Texas, deficit.....	155,861,686

Total food deficit..... \$934,670,889

## NORTH CAROLINA'S WILLINGNESS TO SACRIFICE FOR PUBLIC EDUCATION

In 1912 The Russell Sage Foundation made a comparative study of the public schools in the forty-eight states of the Union. Ten thousand copies of the bulletins were mailed to governors, legislators, school authorities, newspapers and magazines. The figures and conclusions of this study were based upon the year 1910 as they appeared in the 1911 Report of the Federal Commissioner of Education and in the reports of the 13th census.

North Carolina was exhibited in this bulletin, (1) as having an investment in public school property averaging \$8.00 per child of school age; (2) as spending upon public schools an average of \$4.00 a year per child; (3) as bearing a tax burden, for public school support, amounting to \$2.80 a year for every thousand dollars worth of property, or 7c per day per child in attendance, and (4) as paying our public school teachers an average of only \$250 per year.

From forty-three to forty-six states made a better showing than North Carolina in these various particulars.

But consider now the showing that North Carolina makes in 1912-13. All told, our total available public school fund was \$4,810,117! Here is an increase of \$1,329,600; or 35 per cent in three years.

That is to say, our tax burden for public schools was not \$2.80 a thousand, as reported in the Sage Foundation Bulletin for 1910, but \$8.03 upon every thousand dollars worth of property in the State!

In 1913, our investment in public school property was \$8,149,822.56—an increase of 42 per cent in three years!



We dare to say that North Carolina is levying, all told, a heavier rate against her taxable wealth for public schools than any other State in the Union.

If New York State with her twelve billions of taxable wealth were levying a rate for public education as heavy as North Carolina is bearing, her school fund every year would be not fifty-one million but nearly one hundred million dollars.

As a matter of fact, the state of New York bears a tax burden for public schools amounting to \$4.52 per thousand, while North Carolina is carrying a tax burden for public schools amounting to \$8.03 per thousand. The simple truth is that our accumulated wealth in North Carolina is relatively small. As it appears on our tax books, it is still smaller; so small indeed, that in 58 counties of the State it does not yield school revenue sufficient to offer as much as four months of public school opportunities!

The fundamental problems of the State are (1) to increase the accumulated wealth of our people and (2) to get it equably upon our tax books.

Our investment in taxes for public education in North Carolina ranges all the way from \$4.69 per thousand in Hertford County to \$20.85 in McDowell.

The other day, in Madison, Wisconsin, we found that the total tax rate of a property owner in that city—for State, County and City purposes of every kind—amounted to \$19.00 per thousand; and this in the capital city of Wisconsin, and in Dane, the wealthiest agricultural county in the State.

But McDowell County in North Carolina is paying, for school purposes alone, \$20.85 per thousand! If there is any greater willingness to invest in public education in any County in this, or any other State, we do not know of it.

What wealth the counties have will be found in Table No. 4. What the counties are investing in public education will be found in the Table below. It will be seen that some of our poorer counties are bearing a heavy burden, while some of our wealthiest counties are bearing a comparatively light burden.

This table is worth comparing with Table No. 1, showing the per cent of native white illiteracy in the counties of North Carolina.

Where does your County stand? Has it a creditable rank? Might it have a better rank in any one of these tables?

TABLE VII.

# NORTH CAROLINA'S WILLINGNESS TO ESTABLISH AND SUPPORT PUBLIC SCHOOLS

Based on Report of the State Tax Commission, 1913, and  
the total School Fund, Rural and City, for  
the year ending June 30, 1913

Rank	Counties	School Tax Per \$1,000 of Property	Rank	Counties	School Tax Per \$1,000 of Property
1	McDowell.....	\$20.85	51	Forsyth.....	\$ 7.67
2	Dare.....	19.66	52	Duplin.....	7.65
3	Sampson.....	13.85	53	Durham.....	7.51
4	Hyde.....	12.98	53	Granville.....	7.51
5	Wilkes.....	12.59	53	Onslow.....	7.51
6	Washington.....	12.06	56	Tyrrell.....	7.47
7	Gates.....	11.97	57	Stanly.....	7.43
8	Pender.....	11.64	58	Bladen.....	7.40
9	Transylvania.....	11.56	59	Gaston.....	7.37
10	Guilford.....	11.45	60	Lee.....	7.33
11	Pamlico.....	11.39	61	Randolph.....	7.32
12	Mitchell.....	11.29	61	Wayne.....	7.32
13	Henderson.....	10.96	63	Robeson.....	7.30
14	Buncombe.....	10.39	64	Perquimans.....	7.25
15	Carteret.....	9.74	65	Lenoir.....	7.22
16	Alexander.....	9.72	66	Caswell.....	7.07
17	Caldwell.....	9.70	67	Halifax.....	6.99
18	Moore.....	9.63	68	Warren.....	6.97
19	Columbus.....	9.59	69	Jones.....	6.92
20	Jackson.....	9.55	70	Edgecombe.....	6.79
21	Cumberland.....	9.45	71	Scotland.....	6.73
22	Martin.....	9.30	72	Clay.....	6.71
23	Alleghany.....	9.25	73	Person.....	6.69
23	Beaufort.....	9.25	74	Cabarrus.....	6.66
25	Currituck.....	9.05	74	Hoke.....	6.66
26	Cherokee.....	9.03	76	Ashe.....	6.64
27	Franklin.....	8.88	77	Lincoln.....	6.52
28	Johnston.....	8.82	78	Craven.....	6.50
29	Camden.....	8.80	79	Cleveland.....	6.36
30	Catawba.....	8.74	80	Bertie.....	6.27
30	Haywood.....	8.74	81	Davie.....	6.15
32	Orange.....	8.72	82	Brunswick.....	6.09
33	Nash.....	8.68	83	Rutherford.....	6.07
34	Alamance.....	8.66	84	Vance.....	6.05
35	Union.....	8.59	85	New Hanover.....	6.03
36	Anson.....	8.56	86	Watauga.....	6.00
37	Wilson.....	8.53	87	Swain.....	5.99
38	Richmond.....	8.46	88	Davidson.....	5.96
38	Yancey.....	8.46	89	Stokes.....	5.91
40	Pasquotank.....	8.43	90	Northampton.....	5.87
41	Mecklenburg.....	8.33	91	Rockingham.....	5.74
42	Pitt.....	8.26	91	Surry.....	5.74
43	Madison.....	8.20	93	Rowan.....	5.68
44	Avery.....	8.03	94	Yadkin.....	5.62
45	Chowan.....	8.02	95	Graham.....	5.52
46	Wake.....	7.87	96	Chatham.....	5.43
47	Iredell.....	7.83	97	Polk.....	5.43
48	Macon.....	7.80	98	Montgomery.....	5.18
49	Harnett.....	7.71	99	Greene.....	4.88
50	Burke.....	7.70	100	Hertford.....	4.69

## ROAD MILEAGE IN NORTH CAROLINA

Few things indicate more definitely how wide awake a county is than what it is actually doing toward getting a system of good roads.

This question is not the automobile man's question. It is the man's question back in the mountain cove or out on the farm who needs an outlet and means of communication. It's the question of the parent who has children to send to school and church. It is the city man's question who has to draw upon the country for his daily supplies.

The following table, revised to January 1, 1914, shows that North Carolina has 48,991 miles of public roads of which 6,667 are improved and 42,324 are unimproved.

It shows, incidently, how wide awake, or how fast asleep, your county is on this subject.

For clearness, it should be noted that "turnpike" roads, such as those in Watauga, are not classed as public roads. Consequently the number of miles of such roads is not included in the improved mileage for the various counties.

TABLE VIII.

## ROAD MILEAGE IN NORTH CAROLINA

Based on revised figures, January 1, 1914, secured from Miss H. M. Berry, Statistician of the North Carolina Economic and Geological Survey

Rank	Counties	Number Miles Improved Surfaced or Graded Road	Rank	Counties	Number Miles Improved Surfaced or Graded Road
1	Bertie.....	411	29	Robeson.....	75
2	Mecklenburg.....	393	30	Cumberland.....	65
3	Franklin.....	346	30	Duplin.....	65
4	Wake.....	343	32	Harnett.....	55
5	Moore.....	320	33	Rutherford.....	54
6	Richmond.....	268	34	Henderson.....	52
7	Scotland.....	266	35	Montgomery.....	50
8	Wayne.....	235	36	Haywood.....	49
9	Iredell.....	231	37	Lee.....	45
10	Guilford.....	219	37	Lincoln.....	45
11	Johnston.....	215	39	Brunswick.....	43
12	Rowan.....	200	39	Edgecombe.....	43
13	Buncombe.....	157	39	Polk.....	43
14	Durham.....	144	42	Cleveland.....	41
15	Hoke.....	140	43	Jones.....	39
16	Forsyth.....	138	44	Craven.....	38
17	Sampson.....	130	45	Caldwell.....	35
18	Nash.....	129	45	Catawba.....	35
19	Granville.....	124	45	Lenoir.....	35
20	Anson.....	119	45	Rockingham.....	35
21	Gaston.....	116	45	Vance.....	35
22	McDowell.....	106	50	Orange.....	34
23	Halifax.....	95	51	Martin.....	33
23	New Hanover.....	95	52	Surry.....	31
25	Alamance.....	93	53	Davie.....	28
26	Wilson.....	86	54	Cherokee.....	25
27	Cabarrus.....	82	55	Carteret.....	22
28	Pitt.....	77	56	Alleghany.....	20

Rank	Counties	Number Miles Improved Surfaced or Graded Road	Rank	Counties	Number Miles Improved Surfaced or Graded Road
56	Randolph.....	20	69	Beaufort.....	8
58	Avery.....	19	70	Stanly.....	7
59	Northampton.....	18	71	Graham.....	5
60	Madison.....	16	71	Yancey.....	5
61	Currituck.....	15	73	Stokes.....	4
61	Davidson.....	15	73	Swain.....	4
63	Caswell.....	13	73	Wilkes.....	4
64	Transylvania.....	12	76	Bladen.....	3
64	Union.....	12	76	Chowan.....	3
66	Burke.....	11	78	Columbus.....	2
66	Washington.....	11	78	Mitchell.....	2
68	Camden.....	10			

The following counties are not credited with any improved surfaced or graded roads: Alexander, Ashe, Chatham, Clay, Dare, Gates, Greene, Hertford, Hyde, Jackson, Macon, Onslow, Pamlico, Pasquotank, Pender, Perquimans, Person, Tyrrell, Warren, Watauga, Yadkin.

### BOYS' CORN CLUB ENROLLMENT FOR 1914 CONTEST

North Carolina counties took a vitally significant step forward agriculturally when the Boys' Corn Club movement was inaugurated. The fact that during the season just ending 4,402 North Carolina boys grappled the problem, at first hand and under skilled leaders, of raising bumper crops on a definite acreage, insures the State something infinitely finer than a corn crop, namely, a crop of sturdy, open minded, expert corn growers. Wake County leads the list with 314 members of this splendid band who have learned the lesson of corn producing from Messrs. T. E. Brown and A. K. Robertson, directors.

In 1913, in spite of the drought and the severe storm on September 3d, 670 boys reported a total yield of 41,816 bushels of corn at a total cost of \$15,464. The average per acre was 62.4 bushels (the average for the State was 20) and the cost of production was 37 cents.

J. Ray Cameron, of Kinston, won first prize with 190.4 bushels on his acre at a cost of 34 cents. Seven boys made over 150 bushels, 14 over 125, and 49 over 100.



TABLE IX.  
BOYS' CORN CLUB ENROLLMENT

Rank	Counties	Members	Rank	Counties	Members
1	Wake.....	314	52	Henderson.....	25
2	Wilkes.....	294	53	Nash.....	24
3	Richmond.....	238	54	Alexander.....	23
4	Johnston.....	184	54	Pamlico.....	23
5	Buncombe.....	155	56	Hertford.....	21
6	Mecklenburg.....	148	56	Rockingham.....	21
7	Columbus.....	128	58	Catawba.....	20
8	Robeson.....	117	59	Duplin.....	19
9	Iredell.....	113	60	Jackson.....	17
10	Durham.....	107	60	Stanly.....	17
11	Guilford.....	96	62	Greene.....	16
12	Rowan.....	85	63	Polk.....	15
12	Alamance.....	85	64	Madison.....	14
14	Cabarrus.....	84	65	Lenoir.....	13
15	Randolph.....	82	65	Lincoln.....	13
16	Forsyth.....	81	65	Onslow.....	13
17	Lee.....	74	65	Warren.....	13
18	Wayne.....	72	69	Montgomery.....	12
19	Bladen.....	71	70	Perquimans.....	10
19	Burke.....	71	71	Wilson.....	9
21	Sampson.....	70	72	Caswell.....	8
22	Brunswick.....	63	72	Franklin.....	8
22	McDowell.....	63	72	Pitt.....	8
24	Caldwell.....	61	75	Bertie.....	7
25	Surry.....	59	75	Chowan.....	7
26	Davidson.....	58	75	Currituck.....	7
27	Craven.....	55	75	Haywood.....	7
28	Chatham.....	54	75	Yancey.....	7
29	Cleveland.....	53	80	Clay.....	6
30	Cumberland.....	49	80	Martin.....	6
31	Anson.....	48	82	Davie.....	5
31	Harnett.....	48	82	Gates.....	5
33	Orange.....	46	82	Hyde.....	5
33	Stokes.....	46	85	Carteret.....	4
35	Union.....	45	85	Cherokee.....	4
36	New Hanover.....	41	85	Swain.....	4
36	Pender.....	41	85	Transylvania.....	4
38	Macon.....	39	89	Avery.....	3
39	Moore.....	38	89	Pasquotank.....	3
40	Beaufort.....	36	91	Alleghany.....	2
40	Northampton.....	36	91	Vance.....	2
40	Scotland.....	36	91	Person.....	2
43	Hoke.....	34	94	Camden.....	1
43	Rutherford.....	34	94	Graham.....	1
45	Edgecombe.....	29	94	Jones.....	1
45	Yadkin.....	29	94	Tyrrell.....	1
47	Ashe.....	28	98	Dare.....	--
47	Granville.....	28	98	Watauga.....	--
49	Halifax.....	27	98	Washington.....	--
49	Mitchell.....	27			--
51	Gaston.....	26	Total		4,402

## CORN AND COTTON YIELDS UNDER DEMONSTRATION METHODS

In North Carolina, with cotton demonstrations on 513 farms, the average yield last year was 1,185 pounds of seed cotton per acre; and with corn demonstrations on 1,751 farms the average yield was 45.1 bushels per acre. The reports by counties were as follows:

TABLE X.  
AVERAGE YIELD PER ACRE

Demonstration Agent and County	Seed Cotton, Pounds	Corn, Bushels
Anderson, Bruce, Forsyth.....		41.4
Arey, J. A., Iredell.....	1,087	39.8
Bailey, Neil A., Guilford.....	909	38.6
Bennett, Geo. R., Halifax.....	1,449	52.1
Bennett, M. A., Montgomery.....	1,536	55.5
Blue, Z. V., Moore.....		41.0
Boone, J. A., Jr., Robeson.....		48.2
Cameron, J. W., Anson.....	1,469	43.5
Carter, Oliver, Martin, Pitt and Edgecombe.....	1,057	32.8
Chamblee, W. H., Jr., Wake.....	1,259	41.2
Covington, J. S., Richmond.....	1,936	41.3
Davis, McD., Sampson.....		46.9
Evans, W. H., Northampton.....	1,398	64.1
Fearrington, E. M., Chatham.....	1,486	53.0
Ferguson, S. N., Bladen.....	971	36.9
Fletcher, J. D., Durham.....	1,117	38.3
Foster, H. K., Catawba.....	1,216	55.1
Freeman, R. W., Rowan.....	1,561	42.6
Goforth, G. M., Caldwell.....		64.4
Graeber, R. W., Mecklenburg.....	1,426	54.9
Hendren, A. G., Wilkes.....		50.9
Hendren, J. J., Columbus.....	1,304	48.9
Herring, G. W., (col.), Sampson.....	1,199	41.3
Howell, O. J., Wayne.....	1,059	38.6
Hubbard, G. F., Cumberland.....	1,215	41.0
Johnson, J. W., Surry.....		69.8
Latham, J. F., Beaufort.....	694	33.8
Layton, N. A., Bladen.....	1,238	38.5
Lipe, R. L., Stanly.....	1,245	43.5
McArtan, C., Barnett.....	1,000	43.4
Meredith, J. E., Davidson.....	1,698	77.3
Mitchell, C. S., Gates and Hertford.....	1,365	42.2
Moore, R. B., Burke.....		49.8
Moore, Zeno, Edgecombe.....	1,287	39.1
Morris, J. A., Granville.....	1,139	38.6
Newell, F. B., Warren.....	1,458	57.4
Patterson, Joe A., Halifax.....	1,308	44.6
Powell, N. B., Hertford.....	1,235	39.8
Siler, A. L., Macon.....		48.6
Turlington, J. A., Sampson.....	855	50.6
Turner, E. C., Alamance.....		44.3
Walker, F. S., Rockingham.....		42.2
Weaver, E. D., Buncomb.....		53.4
Williams, J. C., Hyde.....	1,029	48.9
Williams, P. C., Orange.....		45.6
Woods, C. N., Orange.....		36.4

Compare these yields with average corn and cotton yields in your county.

## GIRLS' CANNING CLUB ENROLLMENT FOR 1914 CONTEST

In Section VI extracts from Mrs. Jane S. McKimmon's report are given on Canning Clubs. Here follows the personnel of the Canning Club organization in the State and the membership of the clubs and the counties enrolled.

Mrs. Jane S. McKimmon, Department of Agriculture, Raleigh, in charge; Miss Margaret K. Scott, Haw River, Assistant; Miss Ruth Evans, Apex, 1st Field Agent; Miss Nannie Leach, Cary, 2nd Field Agent. There are 31 supervising county agents and 42 assistants. Is your county in the list?

TABLE XI.

## GIRLS' CANNING CLUB ENROLLMENT

Counties	Clubs	Enrollment	Counties	Clubs	Enrollment
Wilkes.....	8	163	Granville.....	3	30
Mecklenburg.....	12	123	Craven.....	1	29
Alamance.....	10	122	Randolph.....	2	28
Iredell.....	7	105	New Hanover.....	2	25
Sampson.....	5	91	Catawba.....	2	23
Cleveland.....	5	84	Northampton.....	2	21
Anson.....	5	77	Franklin.....	2	21
Edgecombe.....	6	74	Guilford.....	2	20
Moore.....	5	63	McDowell.....	1	18
Wake.....	4	61	Rowan.....	1	17
Durham.....	4	55	Vance.....	1	16
Madison.....	4	45	Cumberland.....	1	13
Richmond.....	3	45	Chatham.....	1	11
Buncombe.....	3	43	Pender.....	1	5
Warren.....	4	41			
Forsyth.....	3	40	Total.....	113	1,544
Johnston.....	3	35			

## SECTION VI

### GOOD EXAMPLES FOR YOUR COMMUNITY

The following articles have been compiled with a view to furnishing suggestions and questions relating to the programs in the preceding pages. They are arranged alphabetically according to topics. Credit for the source from which they have been drawn is not always given as they have been taken from many different publications and persons.

The significance of these articles will become immediately apparent upon being read. They show what the leading communities in North Carolina and the nation are doing to upbuild our civilization. Each one when read, should be followed by the searching question, "*Will the adoption of the suggestion herein presented be of value to my community?*"

---

### TWENTY TESTS OF PROGRESS FOR YOUR COUNTY

1. Is every country boy and girl in your county getting six months school term?
2. Have you a county superintendent of education giving his whole time to the work?
3. Have you voted road bonds or a road tax?
4. Have you a county superintendent of health employed for all his time?
5. Does the Farmers' Union or any other farmers' organization thoroughly cover your county?
6. Have you a good county fair?
7. Do you select for your county officials the men who will help the county forward fastest instead of the men who serve the party machine best?
8. Are your churches gaining in strength and influence and the people in temperance and morality?
9. Have you properly supported farmers' institutes, and are there institutes for farm women as well as men?
10. Have you Corn Clubs for the boys and Tomato Clubs for the girls?
11. If you are in the tick-infested territory, are you doing anything to eradicate the ticks and get out of the quarantine?
12. Have you shown sufficient interest in the Farmers' Coöperative Demonstration Work to get its advantages for your farmers?
13. Have you rural free delivery everywhere you might have it?
14. Has every school in your county a good library?
15. Can your boys and girls get the advantages of a good high school near them, without leaving their home communities?
16. Are you coöperating with the State in the fight to exterminate the hookworm disease?
17. Is there a good rural telephone system covering the county?
18. Are you supporting a wide-awake county paper—one that is more interested in the progress of the county than in partisan politics—and are your farmers taking the best farm papers?
19. Have you abandoned the old fee system of paying county officers?



20. Are your citizens and your board of commissioners willing to go down into their jeans and produce the necessary money, economically administered, to secure these profitable forms of progress?—*Progressive Farmer*.

---

### FIFTEEN TESTS OF PROGRESS FOR YOUR TOWN

Do you observe Clean Up Days in the Spring and Fall?

Do you prosecute a Fly Swatting Campaign?

Do you have a Public Library?

Do you have a Public Playground?

Do you celebrate Arbor Day?

Do you have a Public Rest Room?

Do you have an efficient Board of Trade or Chamber of Commerce?

Do you have a Community Betterment Association?

What idea has your community developed which is decidedly worth contributing to other North Carolina towns?

Do you have a Public Health Officer and effective municipal machinery for enforcing public health ordinances?

Do you have an annual Chautauqua or Lyceum Course?

Do you have a Y. M. C. A.? A Y. W. C. A.?

Do you use the school building as a Social Center?

Do you have an organized Charities Association and a Visiting Nurse?

Does your community, through any organization, offer prizes for Community Improvement?

---

### ARBOR DAY.

#### SUGGESTED ARBOR DAY PROGRAM

SCHOOL SONG.

DEVOTIONAL EXERCISE, by Principal or Minister.

RESPONSIVE SCRIPTURE READING, Psalm 104, v. 1-17.

READING: Governor's Proclamation.

SONG.

READING: "What and Where to Plant around North Carolina Schoolhouses."

ADDRESS: By Principal or invited guest.

Exhibition of Collection of Flowers, Leaves, and Fruit (Prize Competition).

Saluting the Flag—in school grounds.

Planting one or more trees in the grounds.

---

### BETTERMENT ASSOCIATIONS.

#### HAVE YOU A SCHOOL BETTERMENT ASSOCIATION?

What some such associations *are doing* in North Carolina:

1. Parents meet once a month with teachers to discuss school needs and to plan improvements.

2. Parents or friends come to school at a stated time (last hour Friday) and give informal talks on topics of the day.

3. Parents suggest and insist upon medical and dental inspection. Parents sometimes pay for special treatment for children who can not afford it.

4. Material Improvements. (a) The Woman's Club of Wilmington established a Domestic Science Department in the High School. (b) The Civic Club of Davidson put in drinking fountains and provided a play ground director for recess hours. (c) The Community Club of Chapel Hill supports a musical department in the village school. (d) Many Civic Clubs have founded school libraries and provided good pictures for schools. (e) The Woman's Club of Gastonia spent hundreds of dollars terracing and improving school grounds. The Superintendent of schools of Gastonia granted half holiday in order that the teachers might attend a special meeting of the Woman's Club for discussion of community problems. (f) Women's Clubs furnish speakers and programs for arbor day, civic days, flag days, etc. (g) Parents provide seeds, plants, hedges and trees for school yard planting.—*Mrs. T. W. Lingle, of the North Carolina Federation of Women's Clubs.*

---

## CANNING CLUBS.

### WHAT SOME CANNING CLUB GIRLS ARE DOING

The following excerpts from an article by Mrs. Jane S. McKimmon, in charge of Girl's Demonstration Work in North Carolina, in 1913, tell an interesting story and indicate what the girls in your county can do:

In Wake County we have not been able to supply the demand for the 4 H. brand of tomatoes (the brand by which our product is known). Raleigh is a good market and the exhibit at the State Fair gave us a fine advertisement. We exhibited tin goods from only two young ladies at the Fair and sold for one over 600 quart cans and for another over 300 here in Raleigh. One of the Wake workers canned 1,000 No. 3 tomatoes and disposed of 600 to one Raleigh merchant, the rest to local housewives.

I sent out a call in November to all the Wake Club girls asking them to let me know of any surplus they might have on hand as I had many orders to fill but found only one member who had any left. This little girl, with her two sisters, had gone into the work in the spring but the two older girls did not hold out through discouragements of the poor truck year. Those of you who did any gardening will remember the hot winds, insect pests and diseases which seemed to sweep everything before them. This child only eleven years old had the determination to stick to her work and in response to my call, sent in to fill orders, 250 cans which she had produced on her tenth of an acre. Her father came into town to deliver the cans and stopped by my office to tell me how proud his little girl was of banking \$25 that she had earned by her own efforts and of the inspiration of her example to her sisters. They are planning already to work in earnest for next spring. "With three in the family to can" said the father, "I mean to buy a canner that they may have no excuse for not canning tomatoes when they are ripe enough to put up."

Alamance, Iredell, Granville, Warren, Mecklenburg and Wilkes all disposed of their products within their own borders. Some of these counties saving from \$500 to \$1,000 that formerly went out to Maryland or some other canning State.

In looking over my tabulated report of the counties I find in this year of short tomato crops, that 29 girls have produced 206,910 pounds of tomatoes, selling \$1,220.36 worth fresh, canning 33,019 quarts for sale and using \$969.21

worth at home. The average profit per girl was \$16.37, the average cost \$8.45. We had individuals whose profits on the tenth of an acre ran up to \$30, \$60, \$80, and in the case of the Browne girls—\$107, but we believe gardening at the rate of \$163.70 profit per acre is alluring enough to induce a girl to try it.

---

## CHURCH ACTIVITIES.

### THE CHURCH AND SOCIAL SERVICE

Here follow seventeen of the recommendations adopted by the Southern Sociological Conference:

1. List the men and women in the churches with reference to the kind of work they are capable of and willing to do. Let special effort be made to secure a large number of men, organized in brotherhoods, if possible, for aggressive work.

2. Unify the charity forces of the city. We would urge the churches to do their miscellaneous charity work largely, if not entirely, through the organized forces of the city. We hope yet to see the Union Mission, the Young Men's Christian Association, the Young Women's Christian Association, and the United Charities working in concert for both relief and upbuilding.

3. Unite as far as possible in establishing hospitals with indoor and outdoor clinics, visiting nurses, etc.

4. Have regular set times when social workers shall report the results of their activities to a great inspirational meeting. Make liberal use of charts exhibiting conditions in their own city.

5. Encourage wider use of church buildings. A "Fine Arts Evening" has been regularly given with great success. So a "Social Service Evening."

6. Conduct open forums as often as possible for discussion of current issues. A frank and free expression of opinion, even on the part of the bad, might tend to clear the atmosphere.

7. We believe it would be worth while for the churches to unite in securing a page in the daily papers and present across the top of the page a message to the community every week, using the rest of the page for the announcements.

8. We would urge the exchange of delegates by ministerial bodies with the labor unions. Let the church help secure needed labor legislation, such as that against child labor, excessive hours for women, unsanitary conditions, etc.

9. Let each denomination establish a Department of Church and Social Service, and each conference, synod, convention, etc., have a committee on that subject, as well as a standing committee in each congregation.

10. Seek, wherever possible, improvement in public utilities and in great commercial enterprises, such as department stores, factories, etc. Plead the cause of the poor against the illiberal landlord, the loan shark, and every other type of oppressor.

11. We should be glad to see each of our cities have a women's boarding home, where, under safe conditions, the working girl who comes to town may be supported at small cost and directed while she learns her new trade. These ought by all means to be under the direction and influence of the churches or the Young Women's Christian Association.

12. Take an active interest in amusements and play; see that the negroes have parks and other means of recreation. Help cultivate a sentiment for

parks before land is too valuable. Preach the gospel of relaxation. Keep an eye on public dance halls, moving pictures, and the theaters. Stand for and share the clean recreative life of the community.

13. Help the juvenile court. Get chapels in jails as fast as possible. Help strike the chains and handcuffs off convicts working in public. A remedial attitude toward the criminal, some method by which his work can be made to help those who are dependent upon him, and a chance for the ex-convict—these are some of the tasks now before us.

14. Let the country churches make wider use of their buildings. Provide circulating libraries. Let them help provide better highways, better schools, better comforts and conveniences for the home, better culture forces in general, and better living conditions on the whole, including amusements, sports, etc.

15. We would, with all possible emphasis, plead for complete agreement among all ministers refusing to marry divorced people where the grounds for the divorce are unscriptural. We deem the integrity of the home indispensable at any cost.

16. Let the mothers of each congregation form a Mothers' Council under whose direction the mothers will all study the Sunday-school lesson with their children. Let them meet during the Sunday-school hour in class, not simply to recite, but to discuss their problems and to study child psychology and eugenics, as far as possible under an expert. Let them secure extension lectures on these subjects.

17. All these are important, but we desire to make our closing words an earnest exhortation to all the churches to let none of them replace emphasis upon vital, personal religion. There are many agencies tending to detract from the sermon and from the evangelizing, teaching, and edifying ministry of the church; but we would utterly deplore any movement to give them any place but the first in christianizing the social order. A great plant can manufacture nothing without motor power, nor can the church bring results that count in God's eyes without the constant inflow of regenerating currents from on high. Life must be held greater than any expression of it, and God is the source of it.

---

## COUNTRY CHURCH.

### THE COUNTRY CHURCH

In some great day  
 The country church  
 Will find its voice  
 And it will say:

"I stand in the fields  
 Where the wide earth yields  
 Her bounties of fruit and of grain;  
 Where the furrows turn  
 Till the plowshares burn  
 As they come round and round again;  
 Where the workers pray  
 With their tools all day  
 In sunshine and shadow and rain.



"And I bid them tell  
Of the crops they sell  
And speak of the work they have done;  
I speed every man  
In his hope and plan  
And follow his day with the sun;  
And grasses and trees,  
The birds and the bees  
I know and I feel ev'ry one.

"And out of it all  
As the seasons fall  
I build my great temple alway;  
I point to the skies  
But my footstone lies  
In commonplace work of the day;  
For I preach the worth  
Of the native earth—  
To love and to work is to pray."  
—*Liberty H. Bailey.*

---

## COUNTRY PRESS.

### THE COUNTRY PRESS

The local rural press ought to have a powerful influence in furthering community action.

Many small rural newspapers are meeting their local needs, and are to be considered among the agents that make for an improved country life.

In proportion as the support of the country newspaper is provided by political organizations, hack politicians, and patent medicine advertisements, will its power as a public organ remain small and undeveloped.—*Liberty H. Bailey.*

---

## COUNTY COMMENCEMENTS.

### COUNTY COMMENCEMENTS

The features of the county commencement may have an illimitable number of variations so that every county may have some distinctive features peculiar to itself. The essential element, however, and the element without which it is really not a "commencement," is the county examination for the candidates for graduation from the seventh grades of the county public schools.

This examination is made out by the county superintendent, or by a committee appointed by him, to cover in general the work of the prescribed course of study for the seventh grade. Those students of the seventh grades who successfully pass it are given a county certificate, admitting them without further recommendation into the county high schools. This certificate furnishes a goal toward which the child in elementary school will strive and is a great inspiration to better and more continuous work on his part.

At the same time it has a vigorous standardizing effect on the teachers of the county. If a teacher's work has been lax, her pupils will largely fail or make a very low showing on this examination, and thus it tends to pull her work up to a standard. At the same time it assures a better knowledge of the course of study and of the individual subjects in that course, and it has a great value in suggesting to her the kinds of questions she should ask the pupils and in showing the relative importance of the different phases of a subject.

#### THE PARADE.

The parade is the striking feature of the commencement, but whereas the examination exerts its influence on the schools themselves, standardizing teachers and inspiring pupils, the parade has its greatest effect upon public sentiment. It jars the business men of the community out of their lethargy and awakens them to a conception of the vast, pressing, and everlasting need of public education.

An average of between two and four thousand children assemble and march in these parades, school by school, township by township, bands playing, banners flying, and the light of a great inspiration shining on their bright young faces. Such a procession is a spectacle fit for the gods and no one who has ever seen it will be able to forget it. Men all over the State, after seeing such parades, have declared that they "didn't know there were so many kids in the world" and have wondered if they ought not to have twice as much tax money as they are getting for their education.

#### OTHER FEATURES.

Other events of the commencement day, and all of them of great influence upon both pupils and public, are the exhibits, the declamations and recitations, the debates, the athletic events, and any number of other kinds of contests. The essential benefit of all these features lies in the spirit of rivalry and school loyalty on the part of the children and increased capacity in these lines of athletic and literary endeavor.

The exhibits are arranged according to schools, are placed in some convenient public hall for the continuous inspection of the public, and prizes are awarded to the best exhibits, both school and individual. The prize winners are then sent to represent the county at the State Fair in Raleigh. Woodwork, arts and crafts, and domestic science in the schools are greatly encouraged by these exhibits.

Prizes are also given for the winners in the athletic and the literary contests. These contests are usually between township representatives selected by preliminary contest, thus extending the influence of the county commencement back into the townships and the individual districts and spreading the interest in the event over a large part of the year in which the pupils are zealously preparing for places in the great county events.—*S. S. Alderman, in the Educational Edition of the News and Observer, 1914.*

---

#### COUNTY FAIRS.

##### \$100 AND A FEW RIBBONS MADE A SUCCESSFUL LOCAL FAIR

Mr. John W. Robinson, of the Catawba County Fairs, gives the following interesting story of their 1913 fair:

Just a month previous to our county fair we learned that Hickory would do nothing toward a fair this year.

But the farmers have become so interested in our free agricultural fair that they decided nevertheless to have a one-day fair.

We selected our rural town, Star Town, three miles from Newton, as the location. There we have a nice, large high school building, a beautiful oak grove and plenty of wood and pasture land at our disposal.

With only \$100 we decided to try holding a fair with nicely printed blue and red ribbons as the only prizes except a few specials. The best Farm Women's Club display was given \$3. Best judging by boys under 17 years of age, \$3. Best judging by girls under 17 years of age, \$3. And best rural school attendance at the fair, \$7.50; second, \$5; third \$2.50. Best baby boy, \$5; best baby girl, \$5; according to the rules of the "Better Babies" score card.

This fair was held October 30, and was a success beyond our dreams. Never has there been seen in Catawba County, in the rural districts, such a large crowd, and so much self-confidence and enthusiasm among the farmers. All seemed to wear this expression, "We're going to have a successful agricultural fair in Catawba if we don't have the money."

There was more livestock shown than at any previous fair in the county. About 50 fine show horses and mules; about the same number of cattle, all pure-bred, mostly Jerseys, and the blue ribbon cows from the State Fair; 25 hogs, etc. Poultry, field and garden crops of excellent quality but only a few exhibits.

The fancy work and the pantry displays were equal to any fair and there were quite a lot of old relics. The Club Work Department was especially fine, so many mottoes, and information, as to what they stand for tacked up everywhere.

The "Better Babies" show was the center of interest for the ladies. There was not time to examine half of those entered.

The foregoing is certainly a most interesting report and should inspire readers in other counties who think they can't hold a fair. A few determined men in any county can inspire a fair next year. It doesn't take much cash: a small admission fee will provide for the really necessary prize money. It is winning, even if only a blue ribbon, which pleases.

The following counties held fairs in 1913: Alamance, Anson, Avery, Beaufort, Buncombe, Catawba, Craven, Cumberland, Durham, Edgecombe, Forsyth, Granville, Haywood, Henderson, Jackson, Johnston, McDowell, Mecklenburg, Moore, Rowan, Stanly, Union, Watauga, Wilkes. The following additional counties held fairs in 1912, Burke, Davidson, Pasquotank, Pitt, Randolph, and the Toe Fair at Spruce Pine, for Avery, Mitchell, and Yancey, will be held in 1914.

---

## COUNTY PUBLIC SERVICE.

### LET THE COUNTY RECOGNIZE AND HONOR PUBLIC SERVICE

We must begin to give greater public recognition to the things that make for human betterment and community progress instead of "making a great miration," as Uncle Remus would say, over the unfruitful activities of politicians and society leaders. It is better worth while to make the best corn

yield in your county than it is to be elected sheriff; it is a greater honor to lead in a movement for improving the roads of your county than it is to be the county chairman; it is better to make the schools of your county really efficient than it is to have LL.D. put after your name.

In line with what we have been saying let us make this suggestion for your next county fair: that you have certificates awarded—either through a committee of twenty or fifty citizens or by any other means that may be satisfactory—somewhat as follows:

1. To the man who has done most for the improvement of the roads of the county during the preceding twelve months.

2. To the person who has done most for the improvement of the schools during the preceding twelve months.

3. To the man who has done most to improve farming methods.

4. To the man who has done most for improving the public affairs of the county.

5. To the person who has done most to improve health conditions.

6. To the man who has done most for the industrial development of the county.

7. To the person who has done most in improving the moral conditions of the county.

8. To the person who has done most for the benefit of the country women; for the person who has done most to promote rural coöperation in the county.

—*Progressive Farmer*.

---

## DEBATING SOCIETIES.

### HELP YOUR BOYS ORGANIZE A DEBATING SOCIETY

North Carolina boys have a genius for debating. That talent is being cultivated in various ways in every section of the State. One tremendous stimulus has been the High School Debating Union of the University in which 150 schools were enrolled in 1913-14.

If your community has not organized a society, write the Debating Union at Chapel Hill for its bulletin on Public Discussion and Debate. It gives complete plans and details. This is the way a society was organized at Cameron. The story is by "W. H. J." in the *Progressive Farmer*:

"Last January all the boys were invited to meet at the schoolhouse on a certain night for the purpose of organizing a debating society. Now this seemed a treat to the boys to know that the men were interested enough in us to ask us to meet them to organize a society of our own.

"A man who had been a member of a debating society when he was a boy made a short speech and some of the things he talked about were that we boys would be men some day and in order to fit ourselves for the varied duties of life we should cultivate a correct mode of speaking and qualify ourselves by practice to express our thoughts in public in a clear manner. He also said he knew of a little school house down in Union County where such a society was organized when he was growing up and that community had sent more men out in the world who are filling high positions today than any other part of the State he knew of.

"So, after hearing his words of encouragement we decided this must be a good thing and the result was we all joined. We named our society the 'Jeffersonian Literary Society.'



"Our society has been a success from the first, for every member seemed to take a great interest in it. We began debating on easy subjects, and have had several public debates and each time the committeemen declare they never saw so much improvement in boys in their life.

"We charged a small fee to join and this was put in the treasury to bear expenses such as lamps, oil, etc.

"We have a debate every other Friday night, and a public debate occasionally.

"I certainly think this is a grand thing and it is doing a vast amount of good, besides the pleasure we derive from it."

---

## EXTENSION LECTURES AND CHAUTAUQUAS.

### PLAN FOR A CHAUTAUQUA THIS YEAR

Two methods of instruction newly employed in the State, or employed upon a new, organized basis, have been those by extension and Chautauqua lecturers. From the instantaneous success of the Chautauquas in Greensboro, Tarboro, and a half dozen other North Carolina cities, the growth and permanency of this movement is assured. A number of cities have already completed arrangements for next year and others are working out plans.

On a less extensive scale lecturers have been sent from the University, upon invitation, to present topics of the day to clubs, schools, and public audiences. In a number of places a series of three or more lectures were given and a total of 132 were delivered during the year. Other institutions than the University also offered lectures. Has your community taken advantage of these means of popular education?

---

## FARM DEMONSTRATION AGENTS.

### HAS YOUR COUNTY FARM DEMONSTRATION WORK?

On September 1, 1914, the following counties, under the general direction of Mr. C. R. Hudson, of Raleigh, N. C., provided for special farm demonstration agents for a part or the whole of their time:

Alamance, Anson, Beaufort, Bladen, Buncombe, Cabarrus, Caswell, Caldwell, Catawba, Chatham, Cleveland, Columbus, Craven, Cumberland, Davidson, Durham, Edgecombe, Forsyth, Franklin, Gates, Gaston, Granville, Greene, Guilford, Halifax, Henderson, Hertford, Iredell, Lee, Lenoir, Macon, Martin, Mecklenburg, Mitchell, Montgomery, Moore, New Hanover, Orange, Pender, Randolph, Richmond, Robeson, Rockingham, Rowan, Sampson, Scotland, Stanly, Surry, Stokes, Union, Vance, Wake, Warren, Wilkes, Wilson, Yadkin, Yancey.

---

## FARM-LIFE SCHOOLS.

### THE FARM-LIFE SCHOOL

The farm-life school, in this State, is a first-class rural high school, in which the regular prescribed high school course of study is followed, with the addition of faculty and equipment necessary for giving efficient and practical instruction in farming and general farm management to the boys and

courses in sewing, cooking, domestic science, and country home-making to the girls. The essentials of a cultural high school course are taught, but with them are blended practical courses of life utility.

The school has a male principal, and he, or another specially trained man, is the head of the farm-life department of the school and gives instruction to the boys in practical scientific farming. A well trained woman is the head of the farm-life instruction for the girls. In connection with the school is a school farm, of not less than ten, usually twenty-five or more, acres. This farm is the laboratory and the boys work on it to study agriculture as a chemist studies chemistry with his test tubes and phials.

But the farm-life school is much more than an institution for the instruction of youth, though this is its prime intention. It is the clearing house for agricultural ideas for the community. The school farm becomes the demonstration farm for the entire community and county. The faculty expert does extensive demonstration work among the adult farmers, conducts farmers' institutes, and is in every way the inspiration and agent of better farming in the county. The influence of the school spreads as a leaven of uplift through the entire county and the results which it achieves are incalculable.—*S. S. Alderman, of the State Department of Education, in the Educational Edition of the News and Observer, 1914.*

---

## HISTORICAL PAGEANTS.

### SUGGESTED PAGEANTS FOR COMMUNITY SERVICE WEEK

What episode in the history of your city, town, or county is susceptible of presentation by means of tableau, pageant, or drama? This is a question which Mrs. Eugene Reilley, of Charlotte, delegate to the St. Louis Pageant and Masque last spring, and Dr. Archibald Henderson, president of the State Literary and Historical Association, are asking with the hope that many episodes of State history will be presented in the form of a pageant during Community Service Week.

The University Summer School for three years has given practical demonstration of how this may be done effectively. In 1912, Esther Wake, a play based on the story of the Regulators, was splendidly given. In 1913, the students from the various colleges of the State gave pictures or scenes typical of their special campus life. Guilford College won first prize for the representation of an old-fashioned Quaker wedding. This year Davenport College won prominence by reproducing an incident in Caldwell County history in which Daniel Boone appeared as hero. Oxford College students acted the part of a Ku Klux Klan. Salem girls reënacted the visit of General Washington to Salem in 1791, while the State Normal girls appeared in a beautiful series of Civil War scenes.

One big consideration here is that these scenes can be worked out quickly. Practice at the University consumed only a few minutes daily for ten days. The school children, the college girls, and the women's clubs can add greatly to the effectiveness of Community Service Week if they will carry out this idea.

Dr. Henderson suggests the following themes for presentation: For Wilmington, The Revolt Against the Stamp Act; for Edenton, The Ladies' Tea Party; for Greensboro, the Battle of Guilford Courthouse; for Winston-Salem,

the Founding of the Academy; for Salisbury, Episodes from the Careers of Daniel Boone and the Pioneers; for Charlotte, the Mecklenburg Declaration of Independence, etc.; for other communities, local episodes.

---

## INSURANCE.

### FARMERS' MUTUAL INSURANCE

According to the last annual report of the Farmers' Mutual Insurance Association of Catawba and Burke counties, organized in 1901, the amount of insurance in force was \$1,786,890. Of this amount \$1,217,870 was carried by Catawba farmers, and \$569,020 by Burke farmers. New insurance to the amount of \$261,930 was written last year. The assessments have been only 15 cents on the \$100 annually since the year 1905. A farmer can carry insurance in this Mutual Association for \$1.50 per thousand. The assessments for the last year amounted to \$2,496.07. The association carries in the treasury about twelve hundred dollars so that losses can be met promptly. There was paid out for the year ending July 1 for losses, \$1,934.35. The expenses for doing business for the year included taxes, salaries, postage, etc., amounted to about \$800. There are at present 2,268 members of this association, a gain of 268 within the last twelve months. All losses have been adjusted satisfactorily and the association is in a healthy condition and growing. The last assessment just sent out for this year amounts to only 15 cents on the hundred dollars.

This is practically the cheapest insurance a farmer can get, and it provides the features of safeness with that of low cost.

Are the farmers in your county enjoying fire protection at this low rate? Why not?

---

## MOONLIGHT SCHOOLS.

### "MOONLIGHT" SCHOOLS IN KENTUCKY

The object of the "Moonlight" schools of Kentucky is the reduction of adult illiteracy. The story of the attempt begun in September, 1911, by Mrs. Cora Wilson Stewart, Superintendent of Schools in Rowan County, Ky., and her associates, follows.

Having studied carefully the conditions of the county, Mrs. Stewart decided to open night schools for adults on moonlight nights in the public schoolhouses of the county. She outlined her plan to the teachers and called for volunteers. All the teachers of the county responded. On Labor Day, September 4, 1911, these teachers visited the homes of the people throughout the county, explained the plan, and announced that moonlight schools would be opened the next evening. It was expected that the response would be slow, but more than 1,200 men and women from 18 to 86 years old were enrolled the first evening. They came trooping over the hills and out of the hollows, some to add to the meagre education received in the inadequate schools of their childhood, some to receive their first lessons in reading and writing. Among these were not only illiterate farmers and their illiterate wives, sons, and daughters, but also illiterate merchants or "storekeepers," illiterate ministers, and illiterate lumbermen. Mothers, bent with age, came that they might learn to read letters from absent sons and daughters, and

that they might learn for the first time to write to them. Almost one-third of the population of the county was enrolled.

In September, 1912, a "moonlight school" teachers' institute was held in Morehead, Ky., and the superintendent and teachers who had conducted the first moonlight schools instructed others who wished to do work of this kind in Rowan and adjoining counties, and in the fall of 1912 the movement spread to eight or ten other counties, while the enrollment of adults in Rowan county reached nearly 1,600.

The success of the men and women proves that it is not so difficult for illiterate grown-ups to learn to read and write as is generally supposed. They learn in a very short time, if given the opportunity. Reading, writing, and arithmetic are simple subjects when mature minds are concentrated upon them. One man, aged 30, after four lessons in the evening school, wrote the county superintendent a legible letter. Another man, aged 50, wrote a legible letter after seven nights' attendance. A woman, aged 70, wrote a legible letter after eight nights of study. These cases are, of course, exceptional; but experience has shown that a few weeks' attendance at the night schools has been sufficient to enable the adult pupils to pass over the dark line of illiteracy and to get into the class of literates. Several succeeded in securing a Bible, which had been offered as a prize by the superintendent to those who would learn to write a letter during the first two weeks of the moonlight school term.

One of the significant facts brought out in this experiment is that adults of limited education have taken advantage of the opportunity to return to school and to increase their knowledge. Of the 1,600 adult pupils attending night school during the second term, 300 were unable to read and write at all, 300 were from those who had learned in September, 1911, and 1,000 were men and women of meagre education.

The change in the attitude of the community toward the school, where the night school has been undertaken, is in itself significant. A school trustee thus describes the change in his community:

"I have lived in this district for 55 years and I never saw any such interest as we have here now. The school used to just drag along, and nobody seemed interested. We never had a gathering at the school, and nobody thought of visiting the school. We had not had night school but three weeks until we got together right. We papered the house, put in new windows, purchased a new stovepipe, made new steps, and bought the winter's fuel.

"Now we have a live Sunday school, a singing school, prayer meeting once each week, and preaching twice a month. People of all denominations in the district meet and worship together in perfect unity and harmony, aged people come regularly, and even people from the adjoining county are beginning to come."

---

## NEIGHBORHOOD MEETINGS.

### HAVE A "HARVEST HOME DAY" IN YOUR NEIGHBORHOOD

When we found out through our County Commissioner of Agriculture that the State did not intend to give us an institute this summer, he suggested that we hold one of our own by self help. So the Farmers' Union and the United Farm Women of the district with the help of the commissioner went to work and arranged a "Harvest Home Day" at our schoolhouse. We decided,



first, that the talks should be only ten minutes each, and then arranged a program which was carried out as follows:

1. The introduction was by Mr. Lutz, chairman of our school committee. He showed how much we had improved our farm and livestock, but had neglected the most important crop—the children.

2. "The Christian Spirit in the Country," Rev. W. W. Rowe. He warned us of putting on the Christian Spirit on Sunday then dropping it off the remainder of the week.

3. "The Rural Church," Rev. B. L. Stroup. He said in his church the strongest congregations were found in the country, but to make it better, the pastor should live in the rural district and help in its progress.

4. "The Rural Sunday School," W. J. Shuford. He showed us the importance of training the Sunday School children in making better citizens.

5. "Why a Boy Should Attend the Agricultural College," Oscar Seitz. He is a farm boy just back from the A. and M. College, where he worked his own way through, and gave the boys some sound advice.

6. "The Farm Boy in Town and the Town Boy on the Farm," Paul Yoder. He is a town boy in the sophomore class at college and working during his vacation on the farm. He showed the disadvantages of a country boy going to town and the advantages of a town boy in the country physically, morally and financially.

7. "The Duty of the Farmer to his Children as to School and Colleges." The speaker was absent.

Then followed picnic dinner, after which came the following evening program.

1. "The Duty of the Teacher in the Rural Schools," Superintendent Geo. E. Long. He told us her duty was not only to teach books but she should be broad-minded in other respects, and if we had an eight-month school and paid the teachers more money, our teachers would prepare themselves better and there would be more engaged in teaching.

2. "The Health of the Children in the Home School," Dr. Blackburn. He said the baby always had a bath when it was born but often it was neglected afterward, and gave us other splendid suggestions about hygiene.

3. "The Preparation of the School Lunch," Mrs. Bost. A very instructive paper on this subject.

4. "The Proper Clothing for School Children," Mrs. Yates Killian. She showed the importance of neat, suitable clothing instead of fine fussy school clothes.

5. "The School Room and its Arrangement," Miss Setzer. She gave some good directions how the floors should be kept, position of desks, fresh air, pictures, etc.

6. "The Woman's Club in the Country," Mrs. John Robinson. She showed how the women could be a great help in community betterment, not as some of our sisters by smashing windows, bearing all sorts of self-inflicted punishments, but in a quiet and ladylike manner.

7. "How the Mother Can Work with the Teacher in the Rural Schools," Mrs. Gordon Wilfong. She said no one knew what to do, but that we must all study the child problem together. Each must work out her own problems.

8. "The Community Spirit," H. K. Foster, County Commissioner of Agriculture. He told us it was the duty of each one to see that our laws were carried out in full; that was the foundation, and by enforcing them we could

find out the good and bad laws, whether they suited or not. He pleaded for a Christian community spirit.

9. "A Rural Survey in the Killian's School District," John W. Robinson. He presented the survey that the Farmers' Union had taken for the betterment of the community.

The day was greatly enjoyed by about 500 people. The place was ideal for a picnic dinner, one of the best churches and one of the best schoolhouses in the county stand facing each other with the public road between and surrounded by beautiful groves. The surrounding country is a typical dairying section and the people supposed to be very progressive, but I believe only an average community if all district censuses were compared.—*Mrs. John W. Robinson.*

---

## PARKS.

### CHILDREN'S PARK DONATED

Gastonia's new park was formerly dedicated to the pleasure and happiness of the thousands of children of the city yesterday afternoon with appropriate exercises. Hon. Stonewall Durham in behalf of Mr. R. B. Babington, the donor of the park, presented the new play-ground to the children and citizens of the city as a gift of one of Gastonia's most public-spirited citizens.

The new park contains about two acres of splendid native woodland, a growth of hickory trees and other varieties that make the place picturesque and inviting as a place of rest and recreation.—*Gastonia Highlander.*

During the past year Wilmington has also received a park from Mr. and Mrs. Hugh MacRae. The tract is 153 acres in area, is 591 feet on the car line, and extends back through a beautiful pine forest about two-thirds of a mile to a pretty little lake.

---

## PLAY AND GAMES.

### PLAY AND RECREATION

The following suggestions on play and recreation for "North Carolina Day" in every public school have been made by Richard T. Wyche, a former North Carolinian, now President of the Story Tellers' League of America.

Since a part of the programs for community service week is given to recreation, what means shall we use that we may get the best results?

I propose that we utilize the deep race instincts for games, songs, and story-telling. All races have their folk-games, folk-songs, and folk-stories, a conserving and refining influence that has come down to us from the childhood of the world.

What games shall we play? I would say the old games, rhythmic games, group games, singing games, handed down by our ancestors. These are games that all can play together, fathers, mothers, brothers, sisters and neighbors; in homes, school, or play-grounds. Base-ball, basket ball, etc., are good, but only a few can play while the balance look on.

Most people who come to a picnic or social gathering play some kind of games, but they do not always play to the best advantage. While the widest range for free play should be allowed, several practical leaders, who know well a dozen or more good games, should take hold of the crowd, put the little children in several groups, the middle sized in others, and grown people

in still another group. They soon could have five hundred people playing to the best advantage and the place resounding with sounds of mirth.

Below I give a few of the old singing games that belong to a large group that cannot be surpassed in their possibilities for musical, rythmical, and dramatic expression, blended with pathos and humor. I have tried them out in many places and they are popular with young and old.

1. Looby Loo. All stand in circle and sing, "I put my right hand in, I put my right hand out, I give my right hand a shake, shake, shake, and turn myself about." Then left hand, two hands, right foot, left foot, etc., all singing and moving together.

2. Jolly Miller. One in the center, others in couples, march round singing, "Jolly is the Miller that lives by the mill, the wheel goes round with a right good will, etc." When right steps forward and left back, one in center seizes partner. The one left over gets in the center and the game continues as at beginning.

3. Farmer's in the Dell.

4. We are marching round the village, go in and out the window, go forth and choose your lover, etc.

5. Oats, peas, beans and barley grow.

6. Pig in the parlor. "My mother and father are Irish, and I am Irish, too. They put the pig in the parlor for he is Irish too. Right hand to your partner, left hand to your neighbor, etc." Tune of "We'll not go home till morning."

Other group games but not sung are:

1. Cat and Mouse. 2. Fox and Geese. 3. Drop the handkerchief. 4. Prisoners' Base. 5. Relay races. 6. Tug of war (boys). 7. Helping. Take an even number, say ten, let one be "It," the catcher. That leaves nine, who join hands in twos. "It" can catch the odd one, but the group pairs and repairs so fast that the odd one is never in the same place. When an odd one is caught he becomes "It." Space for running is required. The game appeals to grown people and children over twelve.

After people have played games and by deep breathing renewed their blood with oxygen, increased the circulation, eliminated poison, laughed together, become free, social and democratic, they are ready to sing together. Their voices are strong and resonant.

Let them sit down and sing such songs as "Suwanee River," "Juanita," "Old Black Joe," "Dixie," "Old Kentucky Home," "Annie Laurie," Glee Club songs and negro melodies such as "Swing, Low, Sweet Chariot."

Story telling would probably be the most spontaneous and social way of spending the remainder of the time. It might begin with the telling of short anecdotes by a number and followed by folk stories, such as Uncle Remus, History and hero stories, Indian stories, fairy stories, stories of love and romance. The story telling should be sincere, natural, creative, and no ambitious or cranky person should be permitted to monopolize the whole time. Parents, teachers, and frequently children can contribute to the delight of the story hour.

The fundamental principle for games, songs and story telling is that expression is life, suppression is death. Every child, man and woman must have some way of expressing his life and contributing to the joy of the occasion. We grow by giving. That being the case, every school, home and church should have its playground, song and story hour. Every school

should have a playground of from two to ten acres according to its size. Teachers should play and lead the children in group games. It would greatly build up their health and unite teacher and pupil in good fellowship. No teacher should be permitted to teach who could not and would not play.

---

## PLAYGROUNDS.

### A PLAYGROUND FOR RALEIGH

Raleigh has led the way in North Carolina in providing adequate playground facilities for its children. The following extracts from a letter from one actually engaged in the work indicate the progress made in this very important matter:

Some months ago several prominent citizens of the city became interested in providing public forms of recreation. The movement was agitated and a field agent of The National Playground and Recreation Association was secured for the purpose of visiting Raleigh and determining the need and the manner of securing necessary funds to carry out a definite system of playgrounds.

For five weeks the field secretary was busily engaged in making a survey of the city. He also organized the young people and circulated a petition which was submitted to the City Commissioners. The Commissioners heartily endorsed the movement and willingly provided, or appropriated, \$2,500.00 as a fund to be used in the furtherance of the work.

Realizing the necessity of organization in this movement the City Commissioners appointed a Playground Commission, which is composed of the President of the Chamber of Commerce, President of the Merchants' Association, President of the Woman's Club, Police Justice, and a member of the School Board, to be elected by the School Board. This Playground Commission has direct supervision of the work.

At their first meeting, the Commission gave the City Supervisor \$500.00 for the erection of the first playground. The School Board readily granted the use of the school grounds as sites. Apparatus has been ordered and we expect to open the first outdoor center in about two weeks. Aside from this, we expect as the cold days come on to open indoors at convenient places.

Raleigh is proud of the fact that she is one of the few cities in the South to make provision for year round recreation. The Commission has engaged the services of a man trained in this work and hopes to do great things in the way of promoting social and industrial efficiency as well as providing for more wholesome fun for the community as a whole.

Spalding apparatus for the first Playground will be as follows:

A set of six swings.

One set of baby hammocks.

One horizontal bar.

One all-steel slide, twenty-four feet long.

One set of traveling rings.

One steel giant stride.

There will also be a jumping pit, see saws, basket ball and tennis courts. All the apparatus will be erected on steel frame work, which is to be set in



concrete. Basket ball grounds are being erected on all the Grammar School grounds. An inter-school winter league will be organized and various contests will be scheduled.

---

## PUBLIC HEALTH.

### COMMUNITY HEALTH SUGGESTIONS FOR FRIDAY, DECEMBER 4

1. See that the school is properly ventilated with window ventilators and the room heated with a jacketed stove as described in the bulletin prepared by the State Department of Public Instruction and furnished upon request to any interested person. Also get rid of the common drinking cup and roller towel, substituting for these conveyors of infection the suggestions of the above publication.

2. See that the school well is properly constructed and that the school is provided with sanitary privies as described in the bulletin issued on School Buildings and Grounds, prepared by the State Department of Education.

3. Appoint a committee to arrange, with the advice and assistance of the State Board of Health, for a community meeting early next spring to consider measures for the relief or eradication of the fly nuisance.

4. Inquire into the teaching of subjects of sanitation and hygiene in the school, and unless these subjects are emphasized, insist that the principal of the school give them the important place in the classes that they deserve.

5. Appoint a committee to consider the problem of a community physician. Write the State Board of Health for particulars.

6. As a means to all of the above, and as the first essential and remedy necessary for the application of all other remedies, work to secure a whole-time county health officer in your county, which is the best step in the direction of efficient county health administration, and from which all communities of the county will profit and by which the above sanitary suggestions for your own community may be more surely and easily carried out. See plan discussed in Bulletin No. 27, of the State Board of Health. If you are interested in this matter, write for this bulletin at once and for any further information that may be desired.

---

## A MORE EFFICIENT TYPE OF RURAL ELEMENTARY SCHOOL

### I.

#### PURPOSES.

1. To give country children a broader and more intelligent acquaintance with country life.

2. To give them a more genuine appreciation of and satisfaction with country life.

3. To give them more adequate training and preparation for a more remunerative, more effective, and a more satisfying life in the country.

4. To develop a rural community life that is industrially more effective, and that is socially, morally, and intellectually more efficient.



## II.

## METHOD.

1. To increase the territory of the one-teacher school district from approximately nine square miles to twenty or twenty-five square miles.

2. To provide a school site of not less than six or eight acres, thereby furnishing ample space for playground and demonstration farm work.

3. A three-room school building with ample auditorium—building comfortable, attractive, equipped with comfortable seats, modern blackboards, maps, globes, and well selected library for pupils and teacher.

4. Three competent and well trained teachers with male principal.

5. The community furnishes permanent home for principal and with him his two assistant teachers.

6. Principal gives two years of High School instruction, supervises and directs the work of his two assistants through the observation of their work, private conferences, well planned and regularly conducted teachers' meetings.

7. Principal organizes boys in the school above fifth grade into a Boys' Farm Life Club. By means of text-books on agriculture, agricultural bulletins and the school demonstration farm, the boys are given practical instruction in better farming, better business, and better living upon the farm. For the particular crop grown upon the school farm, a specially prepared course of study is provided furnishing a continuous series of lessons and activities throughout the year.

8. After the school closes, the Farm Life Club meets at their school farm once or twice each week at the call of the principal or county farm demonstrator to study the particular needs of the crop at that time and to do the cultivation necessary.

9. The first assistant to the principal organizes the girls in the school above the fifth grade into a Home-Life Club, giving them practical instruction on their school demonstration plot in making the home garden, preserving the products for home use and for marketing. They are also given practical instruction in raising better poultry, in sewing, cooking, home sanitation, and hygiene. For their work in growing tomatoes, a specially prepared course of study is provided furnishing a series of continuous lessons and activities during the year.

10. The second assistant to the principal organizes the boys and girls in the school above fifteen years of age and the young men and young women of the community into a singing club. She directs and supervises their work and aids them in preparing musical entertainments to be given at the school several times during the school term. This teacher also organizes the young women and the mothers of the community into a Betterment Association for making more attractive the school building and school grounds. Through tactful suggestions she will aid the women in their planning to make their individual homes more beautiful and more desirable.

11. The county farm demonstrator meets with the principal and members of the Farm Life Club two or three times each month, takes an active part in their class room discussions, in their experiments and gives them the advantage of his practical skill and knowledge in their actual work upon their school farm. In a word, he is an effective assistant to the principal and the Farm Life Club, studies, and school farm work.

12. If the principal does not own his home in the community, and is absent during the summer months, then the members of the Farm Life Club elect the county farm demonstrator to become their leader during the summer, and he calls them to meet once or twice each week to study the needs of their crop and to do the cultivation necessary. This county farm demonstrator bears the same relation to the girls in the Home-Making Club, in the growing of tomatoes on their school farm that he bears to the boys in their school farm work.

13. The Tomato Club worker is to be the first assistant and be to the members of the girls' club what the county farm demonstrator is to the principal and to the Boys' Farm Life Club. She will be present at the weekly meetings of the girls' club two or three times each month and take an active interest in their discussions in growing tomatoes. In a word, in this work she is a valuable assistant to the first assistant in the school.

14. The auditorium is the common meeting place for the people of the entire community. In this auditorium are held neighborhood spelling matches, declamations, and debates. Here are given musical entertainments, illustrated lectures, addresses on topics of most vital interest to the community. Here the mothers of this larger community plan improvements in the school building and school grounds, plan improvements in the beauty and efficiency of their individual homes, and here the members of the farmers' union meet to discuss better farming, better business, and better living upon the farm.

---

## RURAL SCHOOL SUPERVISORS.

### HOW A COUNTY RURAL SCHOOL SUPERVISOR CAN HELP

Two tasks to which the Department of Education of the State is devoting itself are (1) the provision of more adequate rural school supervision and (2) the development of a more efficient type of rural elementary school. The accomplishment of these two tasks has been attempted through the employment of expert women as rural school supervisors, six of whom were employed in six counties last year. The following extracts taken from Mr. L. C. Brogden's report indicate the character of the work.

No supervisor is given the direction of more than ten rural schools annually. These are selected in representative parts of the county and become demonstration schools in showing what a really efficient elementary school can do in meeting the needs and demands of the country child.

### METHODS OF THE SUPERVISOR'S WORK.

1. Having but ten schools to supervise it is practicable for the supervisor to visit each school often enough and to remain long enough on each visitation to become well acquainted with the teacher's needs whether in better organization and management of the school, or in the actual teaching of the subjects in the course of study.

2. Re-organizing and re-directing the work of the school to meet the practical needs of the country child through practical and systematic training in agriculture, cooking, sewing, home sanitation, and through the organization of music clubs for the boys and girls in the school.

3. Organizing the women of the community into Betterment Associations and directing their work in making the school grounds more attractive and sanitary, in making the school building more comfortable and attractive, and in providing for it more adequate equipment.

4. It is also practicable for this supervisor to visit each of her "Special Communities" and remain long enough to become well acquainted and identified with the people. In promoting the voting of local tax, and in the consolidation of weak schools with larger and stronger schools, these supervisors have already been able to render an appreciable service.

5. In selecting these ten schools, we have endeavored to select them with reference to their possibilities of becoming larger and more efficient schools. For example, a one-teacher school may be so situated that it is possible for it to become an absorption center, extend its boundary lines, increase the size of its taxable unit, and develop into a two-, three-, or four-teacher school. In communities where the possibilities seem to justify it we are holding up the three-teacher type of rural elementary school as the minimum type for vital efficiency.

---

## RURAL SCHOOL TEACHERS.

### TRY A COUNTY HONOR ROLL FOR TEACHERS

Mr. C. C. Wright, superintendent of public instruction in Wilkes, has adopted a county honor roll for the stimulation of the teachers in his county. He finds as a result it has caused some teachers to organize Boys' Corn Clubs and Girls' Domestic Science Clubs, to prepare exhibits for the next county fair, to observe special days in the school, to join the Teachers' Reading Circle, to subscribe to educational journals, to secure funds for supplementary libraries, to improve the school houses and grounds, to visit the patrons of the school, and to do many other things which have promoted the social and educational development of the county.

Suppose you have your county superintendent adopt it for the coming year. Let him place on it the names of those teachers who answer 70 per cent of the following questions affirmatively:

1. Are you a member of the Teachers' Association?
2. Are you a member of the Teachers' Reading Circle?
3. Did you attend the Township Teachers' Meeting for the current year?
4. Did you attend the last Teachers' Institute held in your county?
5. Do you own desk copies of the text books which you are required by law to teach in the public schools of the State?
6. Do you read any educational journal? If so, what?
7. Have you raised any funds this year for any purpose? If so, state what and the amount raised.
8. Have you improved the house and grounds in any way? If so, state in what way and to what extent.
9. Have you visited the patrons of your school this term?
10. Have you held any Parents' Meetings, Debates, Spelling Matches, or Entertainments this year?
11. Have you enrolled any Corn Club Boys, or Tomato Girls this year?
12. Will your school have an exhibit at the next County Fair?
13. Have you observed Good Roads Day, State History Day, or Washington's Birthday in your school this term?

## RURAL WOMAN'S CLUB.

### DEVELOPING A MODEL RURAL COMMUNITY

The housekeepers of Salemburg, Sampson County, are organized into a strong Matron's Club, which is doing very significant work in the way of promoting home industries, household management, and general uplift work. The entire membership is divided into several working committees, each of which is visiting every home in its section of the community for the purpose of soliciting the coöperation of every family in the health campaign, and these committees are systematically caring for the sick and suffering in their respective territories. Very recently the Woman's Club has organized the young ladies of Salemburg into a branch club, the prime purpose of which is to promote the cultural side of life, and to coöperate with the older Woman's Club in its efforts to establish a community library. It is expected that the young ladies will in turn lend their influence and aid to the young girls, who have a very interesting industrial club. The women have caught the vision and have gone about their part of the work in a way that must give back results.

The young men have built a tennis court, organized a baseball team and also a local band, which will soon be in shape to furnish creditable music for the public gatherings in the community. The social life of Salemburg has been greatly stimulated by the general quickening of community life and the young people are constantly making opportunities to enjoy life through wholesome and innocent means.—*N. C. Education.*

---

## SCHOOL FARMS.

### CULTIVATING SCHOOL FARMS IN WAKE COUNTY

One of the most interesting developments in North Carolina school work has been that of the school farm idea as worked out by Superintendent Z. V. Judd, of Wake. The story of that development has been made the subject of a Bulletin of the United States Bureau of Education, a copy of which should be in the hands of every county superintendent in the State. It can be secured free by writing to the Commissioner of Education, Washington, D. C.

The school farm is at or near the schoolhouse. It is from two to ten acres in size and is worked by a community organization under the direction of a farm superintendent. The proceeds go to the school. Such crops are planted as are adaptable to the climate and soil and can easily be cultivated by women and children as well as men. In Wake cotton has been planted more than all other crops.

The purpose of the school farm is its most significant feature. It is three-fold:

First, to give the school a new meaning as a factor in the socialization of rural life; second, to vitalize school life by the introduction of new practical subjects, or by improving the method of teaching old subjects, or by both; third, to supplement the school fund.

The results in Wake have been striking. In seven years the school farms have grown in number from one to twenty-four; in number of persons work-



ing in one year, from a handful at Holly Springs to 2,136; in money returns, from \$118.28 to \$1,550.20. The total clear financial returns from these farms during the seven years amounts to more than seven thousand (\$7,000.00) dollars. The improvement of social conditions in the school farm communities has been marked.

Closely allied with the school farm movement in Wake county is the Betterment Work. The Betterment Association has a membership of over eight hundred. Last year the contributions of this Association to the public schools amounted to only a little less than ten thousand (\$10,000.00) dollars.

---

## SCHOOL LIBRARIES.

### HOW ONE RURAL SCHOOL LIBRARY HELPED THE NEIGHBORHOOD

The library of Bunn High School during the session of 1910-11 added nearly a hundred books to an already well-stocked case, and, what is more important, more than tripled the circulation as compared with previous years.

At the previous commencement some funds had been raised by giving a play, and this sum had been wisely reserved for library purposes. So we at once ordered a large bookcase of our own design, costing fifteen dollars. It had shelf capacity for more than twice the number of books on hand (about 200). In placing the books in the new case we catalogued them, using a very simple card system by which we were enabled to tell at a glance what books were in the library, the name of the author, and the title. We also arranged another card system for circulation purposes. Every child in the school was given a card, which was kept for him in the case, and each one was then made to feel that the card gave him a special right to get a book just when he wanted it. The demand picked up at once. Needless to say, the requests for books were always promptly attended to by the person in charge—and that person was always to be found, too.

Like most rural libraries ours was woefully wanting in books that appeal to children. "The Decline and Fall of the Roman Empire" was in its proper place, but we needed Mother Goose, fairy tales, animal stories, etc. We ordered these, we already had Uncle Remus, and besides we ordered fifty copies of five-cent classics, published by the Owen Publishing Company of Dansville, N. Y. The arrival of these little books was joyfully greeted by the children and there was hardly a pupil in school who did not read as many as six of them.

Money for buying new books was raised in many ways. The commencement play has already been mentioned, and there were contributions from individuals both of money and of books. Then, too, advantage was taken of the funds provided by state and county for supplementary libraries. The arrival of any new books was always announced publicly, usually at the Sunday school service. The Sunday school meets in the schoolhouse and affords an excellent opportunity for distribution of books.

### READING ROOM FOR YOUNG MEN.

We now had a circulating library but the interest was confined chiefly to the pupils. And a rural library to be a success must extend its usefulness to every individual in the community. The problem of interesting young men not in school is always a most difficult one, and that which we think ought to



attract often drives away. With this problem in mind we determined to supplement the library in a way that would interest the young men. A reading room naturally suggested itself and we at once put in an order to the amount of about \$14 for a number of standard weekly and monthly magazines, such as the *Outlook*, *World's Work*, *Everybody's Magazine*, *Success*, *American Boy*, *Youth's Companion*, *Progressive Farmer*, and others of like class. There were also included all of the free bulletins of the state and national departments covering the subjects of agriculture, home economics, and health. It was decided to have the reading room open at night, as young men in the country work from "sun to sun." So announcements were made in the Sunday school—to which everybody goes—that a reading room for the benefit of all the young men of Bunn community and surrounding country would be open every Tuesday and Friday nights. All were invited to come, and *in their working clothes, too*. This plan has worked well.

All the magazines and papers are filed in the bookcase, and, for the benefit of the women and stay-at-homes, the children are allowed to take any of them home, except the current numbers, and to keep them for a few days. Thus the reading matter circulates and the usefulness of the library is felt and appreciated throughout the community.—*J. M. Broughton, Jr.*

---

## SOCIAL CENTERS.

### A SOCIAL CENTER FOR ROWAN

Rowan took a forward step Saturday, July 7, when the county commissioners decided to make a "social center" out of the old courthouse building. This disposition of the building had been urged by a number of citizens since the building of the new courthouse and the commissioners decided that a social center it should be. A committee consisting of Chairman Trott and Messrs. Bailey and Peeler was named to take the matter in hand, look after plans and get the work under way. In this building will be a public county library, rooms for the farm demonstration work, rest rooms, toilet rooms, rooms for other general use of the people of the whole county and an auditorium. This will be the only place of the kind in the State and one of the very few in the south.

---

## TAXATION.

### TAXATION

Whether the proposed amendment to the State Constitution on taxation is passed or not at the November election, taxation will remain for some time the supreme question in North Carolina. It is a fundamental question, lying at the very foundation of our life.

If you are working for a longer term for your schools, for the employment of a whole-time health officer, for a tax supported public library, for a playground for the children, for a system of roads that will tie farm and school and church and town together, you will find that the fundamental proposition upon which these matters will finally stand or fall will be taxation. They require money, and taxes supply it.

Your town, your county, your State, rich in opportunities to go forward, are tugging at their cords to break away into a larger usefulness. At present

they cannot break away because the machinery for supplying the taxes is totally inadequate.

Discuss these three questions:

1. Is all the property in your county which is subject to taxation listed on the tax books?
  2. Is it assessed at a price which is just to the individual listing it, to the members of his community, to the citizens of the entire county?
  3. Should there be some effective method by which assessments within the county and among the 100 counties of the State should be standardized or equalized?
- 

## TRAVELING LIBRARIES.

### TRAVELING LIBRARIES—HOW TO GET ONE FOR YOUR COMMUNITY

North Carolina maintains through its Library Commission at Raleigh, a system of free traveling libraries. General traveling libraries furnish people living on farms and in remote communities good books for general reading; package libraries provide students and club workers with material for debate and club papers; and the reference department of the traveling library system supplies reference libraries on special subjects for study clubs. The books are free to all and any community may share the advantages of the traveling library system by complying with the few regulations necessary to its efficient management.

#### GENERAL TRAVELING LIBRARIES.

These libraries of thirty-five or forty volumes are made up of novels and stories and of the best and most readable books on various subjects for adults and children. They are shipped by freight in a box fitted with shelves so that it can be used as a bookcase. A library may be kept for three months and, if desired, renewed for one month longer. As soon as one library is returned another containing a different collection of books is sent to take its place.

#### HOW OBTAINED.

Any community may obtain a traveling library by securing the signatures of at least ten residents, who thus form a library association. The association elects a president, a secretary and librarian, and decides where the books shall be kept. Ordinarily the post office is the best place as everyone goes there, but if this is not feasible the most desirable places are general stores, schools and lastly, private homes.

The application for a traveling library must be made on the cards furnished by the Library Commission. If it does not seem desirable to form a library association the application must be signed by five tax-payers or by the officers of a Farmers' Union Local.

The rules governing the loan of libraries are few and simple. Borrowers agree to take good care of the books and that they shall be loaned without charge to all responsible persons in the community; to return the library promptly; and to pay the freight both from and to Raleigh.

### AGRICULTURE AND COUNTRY LIFE.

The reference department of the traveling library system contains a very full and good collection of books on Agriculture and Country Life. Single volumes are loaned to individuals; upon request a group of six is included in a general traveling library; or ten books are loaned to a Farmers' Union Local.

A special collection, called the Farmer's Library, contains twelve volumes of the best and most readable books on Agriculture for North Carolina farmers. This Farmer's Library is loaned to five taxpayers or to a Farmers' Union Local.

### DEBATE LIBRARIES.

A debate library contains pamphlets, government and State documents, magazine articles and several books on a given question. Literature dealing with both the affirmative and negative sides of a question is always included in every library. These libraries are not loaned to individuals but to debating societies and to rural schools, and the application must be signed by the principal of a rural school or by the president and secretary of a debating society.

---

### TREE PLANTING.

#### WHAT AND WHERE TO PLANT AROUND NORTH CAROLINA SCHOOLHOUSES

Native trees should usually be selected for planting on school grounds and along the country roads. They are procured more easily, grow more readily and live longer. Most of our oaks make very handsome shade trees and some of them, such as the water oak, shingle oak, and willow oak, grow quite rapidly and soon make beautiful trees. Sycamore, sugar maple, beech and sweet gum will grow well nearly all over the State, while linn, winged elm, and pecan flourish in most localities.

Evergreen trees have a restricted value for planting on school grounds and should be used chiefly either for windbreaks on the north side of buildings, as screens for unsightly objects, or along boundary fences away from the road. White pine and hemlock are the conifers best suited to the mountains, short-leaf pine to the Piedmont, and loblolly pine to eastern North Carolina. Evergreens should not be planted too near the schoolhouse—the winter sunshine is needed around the house to prevent dampness. Deciduous trees are best for general planting, and even they should not be placed too near the school building.

The best shrubs for planting are those which can be secured from the old yards and gardens of the neighborhood, or else from a reputable nursery. For a screen or hedge, perhaps evergreen privets are most satisfactory. For ornamental planting, especially around the schoolhouse, the spiræas are excellent, while deutzia, weigelia, forsythia (golden bell), pyrus japonica (burning bush), and althæa (rose of Sharon) are well known and appreciated hardy shrubs, and will well repay the trouble of planting. The most satisfactory vine for covering a trellis throughout the winter is the common and often despised Japanese honeysuckle. For a brick or stone wall probably the Boston ivy and the English ivy are the best for most situations, while for a piazza, wistaria and the Japanese clematis are unsurpassed.

Shrubs and vines as well as trees will be more likely to do well if a good coat of stable manure is spread around them after planting. This not only furnishes plant food but keeps the moisture in the soil.

A carefully considered plan of planting should be adopted. The upper class children might be allowed to make suggestions. The school grounds should furnish playgrounds first of all, so beautifying must not be allowed to interfere with the children's legitimate amusements. There can generally be found room for trees and shrubs as well as for the tennis, basket-ball and baseball grounds.

Full instructions for planting shade trees, etc., are given in Bulletin 16, "Shade Trees for North Carolina," which will be sent free of charge by applying to the State Geologist, Chapel Hill, N. C.

---

#### WHOLE-TIME HEALTH OFFICER.

##### A WHOLE-TIME HEALTH OFFICER

Here is what Dr. B. E. Washburn, whole-time health officer for Nash County, is doing according to a report submitted to the State Board of Health recently:

There have been 3,458 inoculations of anti-typhoid vaccine during the month. Up to date there have been 8,098 people treated with the vaccine. Last week he broke the record for one day with 388 inoculations. The record for the week was 989.

The good of all this activity is shown in the fact that in Nash County sixteen case of typhoid have been reported this summer out of a total population of 35,000.

Along with all this goes the community health work. One community has been in operation under the Rockefeller Foundation for several weeks. This has been located around Red Oak. Another will be established in the near future at Mount Pleasant.







PROGRAM  
OF  
COMMUNITY SERVICE  
AND  
NORTH CAROLINA DAY

FRIDAY, OCTOBER 29, 1915

---

SCHOOL AND NEIGHBORHOOD IMPROVEMENT DAY

WITH

PLANS AND SUGGESTIONS FOR THE ORGANIZATION AND CONDUCT OF  
A MOONLIGHT SCHOOL IN EVERY SCHOOL DISTRICT, TO TEACH  
ALL ADULTS THEREIN TO READ AND WRITE, AS THE  
FIRST AND MOST URGENT COMMUNITY SERVICE OF EVERY NEIGHBORHOOD

---

ISSUED FROM THE OFFICE OF THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, 1915

STATE COMMITTEE ON COMMUNITY SERVICE.

---

CLARENCE POE, *Chairman*

W. C. CROSBY, *Secretary*

J. Y. JOYNER

W. A. GRAHAM

E. K. GRAHAM

MRS. T. W. LINGLE

J. I. FOUST

H. Q. ALEXANDER

D. H. HILL

PAUL JONES

J. WALTER LONG

W. S. RANKIN

T. B. PARKER

W. J. SHUFORD

A. W. McALISTER

COÖPERATING WITH

THE STATE DEPARTMENT OF EDUCATION

THE STATE DEPARTMENT OF AGRICULTURE

THE STATE FARMERS' UNION

## PREFACE.

---

Chapter 164 of the Public Laws of 1901 directs that one day in each and every year, to be called "North Carolina Day," shall "be devoted, by appropriate exercises in the public schools of the State, to the consideration of some topic or topics of our State history, to be selected by the Superintendent of Public Instruction."

Instead of devoting the day to a consideration of a topic relating to the past history of the State, I have deemed it wise to devote it again this year to the consideration of the condition and the needs of the school and of the community and to the formulation and inauguration of plans for their improvement. These topics do not relate to the past history of the State, but they are separable from its present and future history, and the consideration of them is in keeping with the spirit of the law. "North Carolina Day" will be celebrated, therefore, this year, on Friday, October 29, as "*School and Neighborhood Improvement Day*."

In the program for the day special emphasis has been placed upon the reduction and elimination of adult illiteracy in every school district through a "Moonlight School" as the first simple, definite, urgent community service to be rendered.

The date has been fixed for Friday of the week immediately preceding November, which will be observed throughout the State as "Moonlight School Month" in the hope that "North Carolina Day" may be used this year to promote this commendable movement and to complete the arrangements for a moonlight school in each school district in which may reside any adults that cannot read and write.

In counties that may have selected some other month as "Moonlight School Month" it is suggested that "North Carolina Day" shall be observed on Friday of the week immediately preceding the opening of the "Moonlight Schools."

To complete the organization and plans for conducting successfully the campaign for wiping out adult illiteracy, a joint meeting of the County Committee on Community Service and the County Teachers' Association in every county is suggested, to be held before North Carolina Day and before the beginning of Moonlight School Month. A suggested program for this joint meeting will be found in this bulletin. County superintendents are urged to arrange at once for this meeting.

Very truly yours,

A handwritten signature in cursive script, reading "J. G. Joyner". The signature is written in dark ink and is positioned below the typed name.

*State Superintendent of Public Instruction.*

## GOVERNOR'S PROCLAMATION, DESIGNATING NOVEMBER AS "MOONLIGHT SCHOOL MONTH."

---

Whereas there are in North Carolina 132,000 men and women, boys and girls, over 10 years of age who cannot read and write—an army greater in number than was sent by North Carolina to the service of the Confederate States—and 14 per cent of the white voters are reported in the census as illiterates, the State in this particular standing practically at the bottom of the roll of States; and

Whereas it is largely because they lacked opportunity, largely because they "had no chance," that these people, brothers and sisters of ours, are illiterate today, growing up as they did in the years of war and reconstruction, and the years of poverty that followed, before the State had provided adequate schools or thoroughly realized its duty to provide facilities whereby every child may "burgeon out all there is within him"; and

Whereas the State has now come to a poignant realization of its duty not only to provide schools for the boys and girls of today, but also to open the doors of knowledge, of hope, and of opportunity for all who were neglected in her days of poverty; and

Whereas, while our illiterate people as a whole have bravely and perseveringly achieved usefulness, success, good citizenship, and high character, despite their terrible handicap, we can but feel how infinitely greater would have been their achievements, how infinitely richer their contribution to the life of our Commonwealth, had they but had the keys of learning in their hands; and while our State through patient struggle has won its way out toward prosperity and civic progress, we can but reflect upon the far, far greater progress we should make were all our people educated; and

Whereas, through the "Moonlight School," as we are assured by the experience of Kentucky and by the experience of numerous counties in our own State, the method is at hand as outlined by the Superintendent of Public Instruction and the State Committee on Community Service, whereby we may carry the immeasurable benefits of education to all who were neglected or neglectful in their youth:

Therefore, I, Locke Craig, Governor of North Carolina, do issue this my proclamation to designate the month of **November, 1915**, as "Moonlight School Month" in North Carolina, and set it apart to be devoted to the high purpose of beginning a crusade to eliminate illiteracy from the State, trusting that the movement then begun will not cease until every unlettered man and woman,

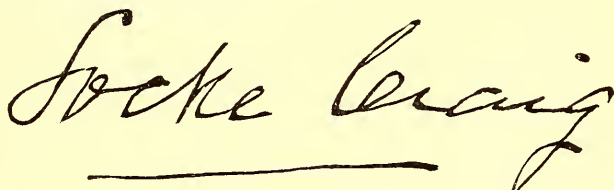


boy and girl, is given access through reading to all the wealth of knowledge now sealed to them, to the end that North Carolina, long before another census year, may be a State without adult illiterates.

I, therefore, call upon the citizens, teachers and educational authorities of every county to organize for the purpose of eliminating adult illiteracy from that county; and

I call upon the members of the Farmers' Union, the Press Association, the Junior Order, the Federation of Women's Clubs, and all the other organizations that have already enlisted in the cause, to be unfaltering in their splendid purpose to carry it through to a triumphant conclusion; and I call upon the commercial organizations, boards of trade, civic clubs, religious organizations, Sunday-schools, and all organizations everywhere to give loyal, enthusiastic aid and support to a movement whose success will promote the welfare of every individual in the State and bring new confidence and courage to all the people; and I call upon every man and every woman who craves the sacred privilege of being of greatest service to those in greatest need, to render here the infinite service of bringing new freedom to a human mind.

Done in our city of Raleigh on the 9th day of October, in the year of our Lord one thousand nine hundred and fifteen, and in the one hundred and fortieth year of our American Independence.

A large, elegant handwritten signature in cursive script, reading "Locke Craig". The signature is written in dark ink and is positioned above a horizontal line.

Governor.

By the Governor:

J. P. KERR,

*Private Secretary.*

# MOONLIGHT SCHOOLS.

---

## Letter to Superintendents and Teachers by State Superintendent of Public Instruction.

---

PLEASE READ CAREFULLY EVERY LINE OF THIS LETTER.

---

*To Superintendents and Teachers:*—I have been greatly gratified and deeply touched by the enthusiastic and unselfish response of the superintendents and teachers of the State to the call to volunteer for extra service in organizing and conducting moonlight schools to teach our too long neglected adult illiterates to read and write. When this bulletin went to press five thousand teachers had already voluntarily pledged themselves in writing to teach without compensation for at least one month in the moonlight schools of the State. I have no doubt that if others shall be needed for the work, they, too, will readily respond. Such a record should make every teacher of the State prouder of his profession and should challenge the admiration, as it merits the gratitude, of every good citizen.

This is educational work the success of which is necessarily dependent mainly upon the active leadership and wise direction of superintendents and teachers. The newspapers of the State, the fraternal and civic organizations of every sort, like the Farmers' Union, the Junior Order of United American Mechanics, the Women's Clubs, have pledged their active and enthusiastic support to this commendable campaign for the reduction and elimination of illiteracy. Rally all of these agencies to your assistance in organizing and directing the moonlight schools in your counties and school districts, and especially in interesting and enrolling in your schools the men and women who cannot read and write.

I beg to make the following suggestions:

1. Get from the school census the names and addresses of all illiterates in the district. With the aid of the school committee, and others well acquainted with the residents of the district, verify, and, if necessary, correct and complete this list.

2. See to it that every one of them receives a sympathetic, tactful, and earnest personal invitation to attend. Select the right person to give this personal invitation to each—some neighbor, some friend, some fellow-member of church or fraternal order, some one that has the confidence and friendship of the person invited and knows how to approach him.

3. Many illiterates are naturally sensitive over their inability to read and write. Respect their feelings. Let the invitation be extended and all the other work of the schools for them be conducted in a spirit of sympathetic brotherhood, good fellowship, and democratic equality. In word and act, avoid everything that may smack of condescension, pity, smug superiority. These are our brothers and fellow-citizens—in the eyes of God and the State as good as we are—suffering under the handicap of illiteracy for which most of them are not responsible, because in childhood they had no opportunity to go to school

or had nobody in authority over them sufficiently appreciative of its importance to make them use the opportunity to go to school. It is our duty and our privilege to help them help themselves to remove this handicap, for their own sake and for the State's sake, before it is forever too late. In this spirit should this work for them and with them be done.

4. By resolution adopted unanimously by the North Carolina Press Association at its recent meeting, the newspapers of the State pledged themselves to print, a week in advance, the lessons in reading and arithmetic for each week, and to send free to each pupil of a moonlight school in the county for a month a copy of the county paper containing these lessons. They also agreed to print weekly a brief news letter from each neighborhood in which a moonlight school is taught, containing interesting items about the school and other news of the neighborhood, expressed in words and sentences comprehensible to adult beginners in reading.

The county superintendent and the teacher of each school should furnish the editor of the county paper the names and addresses of all pupils enrolled and should make arrangements with some reliable person in each district to send this letter to the paper each week. The pupils should be instructed to bring the paper with them to school each night, that it may be used for reading the lessons and the news letters, and for general supplementary reading.

Bulletins containing the lessons have been printed and furnished the county superintendent for free distribution through the teachers, upon application, to each pupil of a moonlight school; but these cannot take the place of the county paper. It is important that the county paper should be placed in their hands from the first, to interest them, to stimulate their desire to learn to read, that they may read their home paper like other folks and keep up with what is going on in their county and in the world; to cultivate from the first the useful habit of reading their home paper; to furnish, as they begin to learn to read, an abundant supply each week of the best and most interesting material for supplementary reading. Most of them, as soon as they begin to acquire the power to read, will read each week everything in the paper that they can read. Each night extracts from the paper should be read aloud to the pupils by the teacher, and as soon as possible by the pupils themselves. Most of the pupils learning to read will become permanent subscribers to the county paper and keep up their practice in reading. So far as I know, North Carolina is the only State in which this coöperative plan with the county newspapers in teaching illiterates to read has been suggested or in which this generous offer has been made by the papers. I am exceedingly anxious that it shall have a fair trial, because I am confident that it will contribute greatly to the success and to the permanency of this work.

5. Upon application to the State Superintendent, bulletins containing twelve lessons—three a week for four weeks—in reading, in arithmetic, and in writing, prepared especially by the State Department of Public Instruction, with the aid and criticism of some of the most experienced and successful primary teachers of the State, some of whom had had experience in teaching adults, will be furnished county superintendents in sufficient number to supply each pupil enrolled with one copy. Superintendents are urged to order at once the number needed, but not to order more than will be needed.

A teachers' edition of the same bulletin, containing valuable suggestions to teachers for teaching the lessons, will be furnished through the county superintendent to each teacher of a moonlight school. The county superintendent is urged to order at once from the State Superintendent's office the number of teachers' bulletins needed for his county, and to send at once to the teacher of each moonlight school a copy of the teachers' bulletin and a sufficient number of the pupils' bulletin to supply each pupil with a copy.

6. Copies of the bulletin containing the lessons by weeks will also be sent to the editor of each county newspaper, but the county superintendent is expected and urged to see the editor personally, explain the plan to him, and arrange for him separately by weeks, with the date of the publication of each, the lessons to be published each week.

7. The county superintendent and teacher, in coöperation with the school committee, the various community organizations, and others interested, are urged to arrange some social entertainments in connection with the moonlight schools, participated in by the pupils and by other citizens, to add to the interest and happiness of the pupils, and to afford an opportunity for all to get together and for an expression of interest and encouragement from outsiders. The pupils of these schools should be made to feel at home from the first, and also to feel that they are a part of the community in whom the other part of the community are deeply interested.

8. November has been designated as Moonlight School Month in North Carolina, because that seemed to be the most convenient month for the majority of the counties of the State. If, however, some other month is more convenient for your county, select that month. Be sure, however, to select a month when the weather is likely to be pleasant and the roads in good condition. During November, or such other month as may be selected, concentrate public interest and effort upon this one work of teaching the adults of your county to read and write. Rally to the work your newspapers, all organizations that have pledged their aid, and all other agencies that can be enlisted for service. Have the papers full of it every week. See that they are furnished with the facts and the news about the schools. Publish, before the schools open, the number, but not the names, of adult illiterates by school districts. Publish each week the number, but not the names, of those enrolled in each school. As soon as possible, for the encouragement of others, publish from week to week the number and, by their permission, the names of those that have learned to read and write and cipher. Most of this news can be supplied weekly through the news letter from each school, and should also be reported to the county superintendent by the teacher. The superintendent and the teachers should keep in close touch with the paper and see that the weekly material is promptly supplied.

9. Superintendents are urged to call a joint meeting of the County Teachers' Association and the County Committee on Community Service, consisting of the county superintendent, the county farm demonstration agent, the home demonstration agents, the president or secretary of the County Farmers' Union, editors of the county newspapers, the mayor of the county-seat, one representative each of the Junior Order and of the Women's Clubs of the county, two weeks before the beginning of Moonlight School Month in the county, to ascertain the facts about the adult illiteracy of the county by dis-

tricts as reported by superintendent and teachers, and to complete the organization and plans for pushing the campaign and the work for its elimination. A suggested program for this meeting will be found on page 16.

10. The program for Community Service Day and North Carolina Day this year centers around the moonlight school and the elimination of illiteracy in every school district as the one most important community service to be concentrated upon this year. It is suggested that this day be observed in each county, on the Friday before the opening of the moonlight schools, and that on that day at each schoolhouse all the details for opening and successfully conducting the school be completed.

11. Because of their onerous duties in the day schools and their inadequate salaries, I did not feel that I ought to ask or that the community ought to expect of the public school teachers more than one month's extra service at night without compensation. It is hoped and expected, however, that before the close of the month sufficient interest will be aroused and sufficient success attained in many of the moonlight schools to warrant extending the term, and that citizens and interested organizations and orders in the community will arrange for such extension and for payment of the teacher or some other person to continue the school, and also to provide, where feasible, instruction for other adults, besides illiterates, desiring additional instruction.

Very truly yours,

J. Y. JOYNER,

*State Superintendent of Public Instruction.*

RALEIGH, N. C., October, 1915.



## SECTION I.

### GENERAL STATEMENT OF PLANS AND SUGGESTIONS.

Last year a week was set apart and observed throughout the State of North Carolina as Community Service Week. The varied activities of the week were devoted to Community Development and County Progress. Unfortunately, the week appointed was late in the year, and bad weather seriously interfered with the work; nevertheless, the response was general and hearty. From one end of the State to the other—in almost every nook and corner—despite the rain, our people met and planned and worked in practical ways to make our great State greater.

Although the results achieved last year in these varied activities were extremely gratifying, the State Committee on Community Service thinks it best, this year, to make the work more intensive—in fact, to concentrate all the force and power of the State organization upon one thing only, the elimination of adult illiteracy in North Carolina; and, instead of using a week for the purpose, a whole month has been set apart, during which it is hoped that a moonlight school will be conducted in every school district in the State where there are grown people who cannot read and write.

Moonlight schools were at first looked upon as the sentimental “fad” of a woman; but the whole country has come now to take them very seriously. From a small beginning in Kentucky four years ago, the movement has spread like wildfire into a dozen States. The most remarkable thing about the history of the movement, however, is not its scope, but the tardy recognition of the human and civic need that inspired it.

Although night schools have long been considered necessary—and have been generously provided—for the hordes of illiterate foreigners that have reached our shores under liberal immigration acts, it is only within recent months that our people have been aroused to the urgent need of such schools for the illiterates of our adult native population—our own kith and kin—whose stout and honest hearts, with a little knowledge, become the safest strongholds of American patriotism and civic righteousness.

But this bulletin is not intended as an argument for moonlight schools nor as a statement of our problem of adult illiteracy. It simply outlines the details of the plan for organizing and conducting these schools for one month, to which is added the program and material for the observance of North Carolina Day in the schools. Those who wish to see a statement of North Carolina's problem of adult illiteracy, with an unanswerable argument for its elimination, should apply to the State Department of Education for free copies of the bulletin, *Adult Illiteracy in North Carolina and Plans for Its Elimination*.

By proclamation of the Governor and recommendation of the State Superintendent of Public Instruction, November of this year has been set apart as “Moonlight School Month” in North Carolina. Every person in the State is asked to join in this glorious work, but since it is very largely a work which the local school forces must do, it is evident that it cannot be done successfully in any county when the schools in that county are not practically all in session. Therefore, flexibility is allowed for those counties which wish to begin the work a little earlier or a little later than first of November. It is hoped that

every county in the State will observe Moonlight School Month, beginning as near the first of November as local conditions will permit and making it as nearly uniform for the entire county as possible.

In waging the campaign for a successful Moonlight School Month in a county, the first necessary step is a thorough organization of forces, both county and local.

The county forces should consist of a County Committee on Community Service whose duty it will be to have general oversight of the work in the county, giving due publicity to the campaign, and arousing interest and enthusiasm for the cause in every way possible. This committee should consist of the county superintendent (who should be secretary), the county farm demonstration agent, the home demonstration agent, the secretary or president of the County Farmers' Union, editors of the county newspapers, the mayor of the county-seat, one representative each from the Junior Order and the Women's Clubs of the county. These should meet (if they have not already done so) as early as possible and organize the committee and appoint such additional members as may seem advisable. They should also appoint (if they have not already done so) a local Committee on Community Service for each school district in the county. The local committee should include the teacher, the chairman of the local school committee, the president of the Local Farmers' Union, and heads of other local fraternal orders, and two or three other public-spirited citizens of the community, some of whom should be women.

To give publicity to the movement in the county and to create interest and arouse enthusiasm for it, a general meeting is planned, to be conducted by the County Committee in conjunction with the County Teachers' Association, to which will be invited all members of local Community Service committees, members of Farmers' Union, Junior Order, Women's Clubs, and as many other people as can be induced to attend. The program for the meeting will be found on page 16 of this bulletin; the date is, of course, left to the discretion of the County Committee, but it is suggested that it be held not more than two weeks before the beginning of Moonlight School Month in the county.

There will also be a meeting in each local school district, which will be held on Friday immediately preceding the beginning of the first week of Moonlight School Month in the county. At this meeting will be observed "North Carolina Day," as prescribed by law, the program for which will be found on page 17, and following, of this bulletin.

The strategic and most difficult point in this crusade against adult illiteracy will be to induce the illiterates to enroll in the night school and attend its sessions regularly. They are timid and sensitive and many of them almost utterly hopeless of being able to learn at their time of life, even if they should avail themselves of the opportunity. They must, therefore, be approached with great tact, sympathy, and considerate patience. If failure attends one effort to enlist them, another should be resorted to; no refusal must be accepted as final. Quietly, without bluster or parade, and with tactful importunity they must be won, enrolled, and taught.

A most important step before beginning a moonlight school is to make an accurate survey of all adult illiterates in the district. This should be done not only with the view of locating them, but reliable information should be

sought as to just what person or persons might be able to influence each one most, and what *motivation* would be apt to be most powerful in stimulating them to a desire to learn to read and write. There is no one who cannot be influenced by the proper person or motive, if only the person or motive is known. One principal reports that he visited a certain illiterate several times, trying to enroll him in a moonlight school which was being conducted in the community, but failed completely to get him in. He finally sent another illiterate who had already entered the school—and he brought him to school that very night. There is always some way to reach any person, if only we use judgment and patience. It may be the love of a little child; it may be the influence of a friend; it may be the desire to write a letter to an absent loved one; it may be pride; it may be the wish to read the Bible. But no hard and fast rule can be given, for each one is a law unto himself. The *means* by which illiterates are brought into the school does not matter; the all-important thing is not to give up till you get them in and interested.

No curious spectators should be allowed to be present on nights when the school is at work, most especially the first half of the "Month."

According to rather meager statistics gathered last year, the average age of adult illiterates in North Carolina is 45. The expectation of life at that age, according to the American Mortality Experience Table, is 24.54 years. Since 45 is the *average* age, there must be many who are much younger than that, which would materially lengthen the time when we should expect death to remove them. From this it will be seen that if we wait for time alone to remove the stigma of adult illiteracy from our State, a full half century will probably be required. Can we afford to wait? A vigorous campaign for the moonlight school is the only alternative, and that should be our answer to the question.

TABLE A.

PERCENTAGE OF ILLITERATE WHITE VOTERS, BY COUNTIES, IN ORDER OF RANK.

Rank.	Counties.	Per Cent.	Rank.	Counties.	Per Cent.
1	New Hanover.....	3	50	Robeson.....	14.3
2	Mecklenburg.....	4.4	52	Rockingham.....	14.4
3	Washington.....	6.2	53	Harnett.....	14.5
4	Dare.....	6.8	54	Chowan.....	14.9
5	Pasquotank.....	7.5	55	Hertford.....	15
6	Rowan.....	8	56	Northampton.....	15.1
7	Craven.....	8.8	57	Davidson.....	15.2
8	Vance.....	9	58	Caswell.....	15.3
9	Graham.....	9.1	58	Pitt.....	15.3
9	Iredell.....	9.1	60	Brunswick.....	15.4
11	Perquimans.....	9.3	60	Cleveland.....	15.4
12	Richmond.....	9.5	62	Carteret.....	15.6
13	Guilford.....	9.6	63	Lenoir.....	15.7
14	Durham.....	9.7	63	Onslow.....	15.7
15	Pender.....	9.8	65	Jones.....	15.8
16	Bertie.....	10.1	66	Polk.....	16
16	Buncombe.....	10.1	67	Rutherford.....	16.1
18	Halifax.....	10.3	67	Watauga.....	16.1
19	Alamance.....	10.6	69	Wilson.....	16.3
20	Moore.....	10.7	70	Macon.....	16.4
21	Currituck.....	10.8	71	Martin.....	16.9
22	Anson.....	11	71	Montgomery.....	16.9
23	Henderson.....	11.1	73	Tyrrell.....	17
24	Alleghany.....	11.2	74	Nash.....	17.2
25	Orange.....	11.3	75	Stanly.....	17.3
26	Wake.....	11.5	76	Alexander.....	17.5
27	Lee.....	11.7	76	Jackson.....	17.5
28	Cabarrus.....	12	76	Sampson.....	17.5
28	Forsyth.....	12	79	Ashe.....	17.6
30	Hyde.....	12.1	79	Johnston.....	17.6
30	McDowell.....	12.1	79	Person.....	17.6
30	Transylvania.....	12.1	82	Scotland.....	17.9
30	Warren.....	12.1	83	Camden.....	18
34	Catawba.....	12.5	83	Duplin.....	18
34	Pamlico.....	12.5	83	Swain.....	18
36	Cumberland.....	12.6	86	Clay.....	18.1
36	Wayne.....	12.6	87	Burke.....	18.2
38	Randolph.....	12.9	88	Caldwell.....	18.8
39	Union.....	13	89	Greene.....	18.9
40	Gates.....	13.3	90	Davie.....	19.2
41	Beaufort.....	13.5	91	Yadkin.....	19.6
41	Hoke.....	13.5	92	Columbus.....	20.1
43	Chatham.....	13.7	93	Madison.....	21.7
43	Edgecombe.....	13.7	93	Yancey.....	21.7
43	Haywood.....	13.7	95	Cherokee.....	21.9
46	Franklin.....	13.8	96	Wilkes.....	22.7
47	Gaston.....	14	97	Surry.....	23.2
48	Bladen.....	14.1	98	Mitchell.....	24.1
49	Granville.....	14.2	99	Avery.....	24.5
50	Lincoln.....	14.3	100	Stokes.....	26.9

TABLE B.

COMPARISON OF TOTAL WHITE POPULATION AND TOTAL NUMBER OF WHITE  
ILLITERATES, ARRANGED BY COUNTIES, IN ORDER OF RANK.

Rank.	Counties.	Total White Persons Over 10 Years Old.	Total White Illiterates 10 Years Old and Over.	Percentage White Illiter- ates 10 Years Old and Over.
	The State.....	1,077,063	132,189	12.3
1	New Hanover.....	12,505	403	3.2
2	Mecklenburg.....	30,628	1,398	4.6
3	Washington.....	3,993	237	5.9
4	Pasquotank.....	6,117	373	6.1
5	Perquimans.....	3,940	279	7.1
6	Rowan.....	20,261	1,485	7.3
7	Iredell.....	19,257	1,445	7.5
8	Craven.....	8,176	622	7.6
8	Dare.....	3,134	238	7.6
10	Guilford.....	33,310	2,606	7.8
11	Bertie.....	7,006	559	8
11	Currituck.....	3,736	298	8
13	Buncombe.....	30,211	2,445	8.1
14	Durham.....	17,155	1,048	8.2
14	Orange.....	7,611	625	8.2
14	Vance.....	6,806	556	8.2
17	Warren.....	4,987	413	8.3
17	Gates.....	4,279	357	8.3
19	Pender.....	5,583	469	8.4
20	Halifax.....	10,054	866	8.6
21	Lee.....	5,740	508	8.9
22	Alamance.....	15,977	1,489	9.3
23	Anson.....	8,753	838	9.6
23	Wayne.....	14,613	1,401	9.6
25	Wake.....	28,102	2,749	9.8
25	McDowell.....	8,088	794	9.8
27	Alleghany.....	5,266	524	10
28	Moore.....	8,190	829	10.1
28	Richmond.....	7,674	776	10.1
28	Granville.....	9,374	943	10.1
31	Graham.....	3,111	318	10.2
31	Hertford.....	4,678	479	10.2
33	Catawba.....	17,203	1,819	10.6
33	Chowan.....	3,693	392	10.6
35	Henderson.....	10,359	1,111	10.7
36	Forsyth.....	24,755	2,702	10.9
37	Beaufort.....	12,871	1,419	11
37	Pamlico.....	4,469	492	11
39	Chatham.....	10,990	1,218	11.1
39	Cumberland.....	14,682	1,625	11.1
39	Pitt.....	12,780	1,417	11.1
42	Union.....	16,490	1,867	11.3
43	Franklin.....	9,413	1,075	11.4
43	Edgecombe.....	9,233	1,048	11.4
45	Cabarrus.....	14,384	1,652	11.5
46	Caswell.....	5,364	623	11.6
46	Randolph.....	18,850	2,188	11.6
48	Transylvania.....	4,651	543	11.7
48	Lenoir.....	9,083	1,067	11.7
50	Hyde.....	3,839	458	11.9



TABLE B—CONTINUED.

Rank.	Counties.	Total White Persons Over 10 Years Old.	Total White Illiterates 10 Years Old and Over.	Percentage White Illiter- ates 10 Years Old and Over.
51	Northampton.....	6,919	832	12
52	Person.....	7,147	870	12.2
53	Bladen.....	6,944	854	12.3
53	Rockingham.....	18,709	2,302	12.3
55	Harnett.....	11,130	1,391	12.5
55	Lincoln.....	10,150	1,270	12.5
57	Jones.....	3,258	409	12.6
58	Camden.....	2,511	318	12.7
59	Macon.....	8,056	1,032	12.8
60	Davidson.....	18,394	2,387	13
60	Haywood.....	14,241	1,846	13
62	Carteret.....	8,470	1,144	13.5
62	Robeson.....	17,518	2,361	13.5
64	Onslow.....	6,951	960	13.8
64	Wilson.....	11,682	1,614	13.8
66	Duplin.....	11,647	1,654	14.2
67	Sampson.....	14,151	2,021	14.3
68	Cleveland.....	16,925	2,435	14.4
68	Montgomery.....	7,857	1,130	14.4
70	Gaston.....	20,262	2,934	14.5
71	Martin.....	6,457	943	14.6
72	Watauga.....	9,311	1,375	14.8
73	Alexander.....	7,542	1,120	14.9
73	Tyrrell.....	2,650	394	14.9
75	Polk.....	4,566	690	15.1
75	Greene.....	4,842	731	15.1
77	Jackson.....	8,260	1,260	15.3
77	Nash.....	14,073	2,147	15.3
77	Rutherford.....	16,933	2,590	15.3
80	Stanly.....	12,237	1,887	15.4
81	Ashe.....	12,831	2,005	15.6
82	Davie.....	8,100	1,270	15.7
83	Johnston.....	21,730	3,476	16
83	Burke.....	13,431	2,153	16
85	Brunswick.....	6,357	1,029	16.2
86	Clay.....	2,675	436	16.3
87	Caldwell.....	12,751	2,130	16.7
88	Swain.....	6,376	1,149	18
88	Yadkin.....	10,111	1,822	18
90	Scotland.....	5,104	948	18.6
91	Madison.....	13,530	2,535	18.7
92	Surry.....	18,774	3,573	19
93	Cherokee.....	9,411	1,830	19.4
94	Columbus.....	13,583	2,644	19.5
94	Yancey.....	8,199	1,601	19.5
96	Stokes.....	11,965	2,447	20.5
97	Wilkes.....	19,399	4,214	21.7
98	Mitchell.....	11,519	2,575	22.4

NOTE.—Statistics for the new counties of Avery and Hoke are not yet available. It would seem fair, however, to rank them with the counties from which they were carved.

# PROGRAM

FOR

## COUNTY MOONLIGHT SCHOOL DAY.

(A joint meeting of County Committee on Community Service and  
County Teachers' Association with members of Farmers'  
Union, Junior Order, Women's Clubs, etc.)

---

(No topic should consume more than ten minutes.)

---

1. *Song: "America."*
2. *Scripture Reading and Prayer.*
3. *Reading Governor's Proclamation for "Moonlight School Month."*
4. *Reading State Superintendent's "Letter to Superintendents and Teachers."*
5. *Where Our County Stands in the Adult Illiteracy Column.*
6. *Why We Should Observe "Moonlight School Month."*
7. *How to Organize a Moonlight School:*
  - a. *The Survey of Illiterates.*
  - b. *How to Get Them to Enroll and Attend.*
  - c. *Use of Lesson Material.*
8. *Roll-call of Districts to Find Volunteer Helpers.\**
9. *Appointment of Committees.*
10. *Song: "Carolina."*

---

\*The object here is to find and enroll those who will volunteer to take an active part in establishing a moonlight school in their respective districts. If there should be no volunteers from any district, then some member of the County Committee on Community Service should be asked to assume the responsibility of seeing that leaders are found in that district who will do the work.

## SECTION II.

### PROGRAM FOR FRIDAY—SCHOOL AND NEIGHBORHOOD IMPROVEMENT DAY.

(“North Carolina Day”)

The meeting for Friday should be an all-day meeting at every schoolhouse, for everybody—men and women, boys and girls, young and old, married and single—with public picnic dinner. It will be observed as “North Carolina Day” in every school in the State by order of the State Department of Education. In every case the schoolhouse should be decorated with autumn leaves and flowers of all kinds, and with exhibits of farm products—corn, cotton, grains, grasses, pumpkins, etc. Let everything radiate cheerfulness and the holiday spirit.

#### MORNING SESSION.

##### 1. Preliminary and Permanent Organization.

The meeting should be called to order by the chairman of the local school committee. After devotional exercises, including singing, should follow a brief statement of the purpose of the meeting, the chairman welcoming the people of the community to their schoolhouse.

##### 2. Discussion of Plans for Improvement of the Community School.

###### (a) School Term.

Length of it? Is it long enough? How can it be lengthened? The average length of school term in the United States is 156 days; in the South Atlantic States, 131 days; in North Carolina, white, 124.2 days. In North Carolina (1914) city districts the term was, white, 166 days; in our country districts, white, 115.5 days; in rural special-tax districts, white, 137 days. How does your local school term compare with these averages?

###### (b) Teachers.

You know the number of teachers in your school. How many classes or grades are there, and how many daily recitations? Can one teacher hope to teach with thoroughness and efficiency all the subjects and classes required and necessary for the seven elementary grades in your district? Has your school enough teachers to give the time needed for thorough work to the number of children and the number of recitations in the number of subjects taught and required? The average salary of rural teachers in North Carolina is \$235.27; average salary for the State is \$271.36; average in cities, \$454.42. What is salary of other workers in your community? How does your teacher's salary compare with these averages?

###### (c) Work of the Schools.

Consider whether any part of the work and any of the studies in your school relate to country things, environment, and occupation; give a profitable and enjoyable knowledge thereof, awaken an interest therein, a love therefor, and afford any sort of practical preparation for efficiency in the work of the farm and the country home. Does your community school minister to the needs, cultural, social, moral, vocational, of the community in which it is located and by which it is maintained? Are your house, equipment, teaching force, and funds adequate for such a school and for such work?

**(d) Schoolhouses and Grounds.**

Is your schoolhouse painted? Is it properly lighted, ventilated, and heated? Is it clean, and kept so? Is it home-like and attractive within, with curtains, shades, well selected pictures, etc.? Is it supplied with up-to-date blackboards, comfortable desks, maps, library, etc.? Is there any auditorium for social gatherings, entertainments, public lectures, and community meetings of various sorts? Is the house large enough? How many acres in school grounds? Have ample playgrounds for girls and boys been provided, and properly prepared and equipped with at least some simple, home-made apparatus? Have school grounds been properly drained, cleared of stumps and rubbish, laid off in walks, flower plats, etc., beautified with flowers, vines, trees, and shrubs? Have sanitary privies been provided, properly located and screened as modesty demands? Is the water supply pure and properly protected? Do pupils have individual drinking cups?

**3. Suggested Means for Supplying Your School's Needs in Length of Term, Teaching Force, Work, House, Grounds, etc.**

The following remedies for any defects indicated by the foregoing questions should be considered:

**(a) Enlarge School District.**

By consolidation within reasonable walking distance, and by transportation of pupils beyond walking distance, where the funds that can be made available and other conditions, after careful investigation, make this practicable. Enlarged territory will furnish more property for taxation, more school population, and more community population for coöperation for improvement of schools and community.

**(b) Local Tax.**

Vote local tax, if necessary, under section 4115 of school law, or enlarge or consolidate existing local-tax districts under that section, and thereby increase annual available funds for all purposes of school improvement. Sixteen hundred districts in North Carolina lengthen their school terms and improve their schools in other ways by voting a special local tax and raise in the aggregate \$1,350,000 annually—about one-fourth of the total annual school fund of the entire State.

**(c) Larger Type of School.**

If possible, provide enough territory and enough money for at least a three-teacher school, which seems from experience the minimum type of the efficient rural school. (See outline for the organization and work of such school in Section III, under the subject, "A More Efficient Type of Rural Elementary School," page 34.)

**4. Other Agencies That Will Help to Supply These Needs.****(a) Industrial Activities.**

1. *Sewing and Cooking Classes for Girls.* In schools with three or more teachers at least one teacher can be secured with necessary training to give part of her time to this work.

2. *Tomato Clubs and Poultry Clubs for Girls. Corn Clubs and Pig Clubs for Boys.* The coöperation of the county farm and home demonstration agents and the agents—men and women—directing this work for State and National De-

partments of Agriculture can be easily secured by teachers. Write Secretary T. E. Browne, West Raleigh, N. C. (Director Corn Club Work) ; Mrs. Jane S. McKimmon, Raleigh, N. C. (Director Canning Club Work) ; Mr. J. D. McVean, West Raleigh, N. C. (Director Pig Club Work) ; Mr. A. G. Oliver, West Raleigh, N. C. (Director Poultry Club Work) ; and have these clubs organized in your school and community.

3. *School Demonstration Farm and School Garden.* These can be operated under the direction of the teacher with the aid of county farm-life schools, and demonstration agents, county, State, and National.

4. *Bulletins.* Bulletins from State and National Departments of Agriculture for aid and direction in all this work can be obtained upon application and should be on file in your school.

(For such bulletins free write to State Department of Agriculture, Raleigh, N. C., and U. S. Department of Agriculture, Washington, D. C.)

#### (b) **Woman's School Betterment Association.**

Has your school an active Betterment Association? Have the women of your local school district interested themselves in helping the teacher and the committee to improve the school by raising money to lengthen the term ; build a better schoolhouse, or enlarge, repair, and paint the one you have ; to clean off the school grounds and plant flowers and shrubbery thereon ; to increase attendance ; buy a new school library or add to the old one ; to have a school garden ; to buy a piano for the school ; to put in new maps, globes, and pictures ; to build sanitary outhouses and properly screen them ; to have community meetings in the schoolhouse, lectures, entertainments, etc.?

If you do not have a Woman's School Betterment Association, do you not think it wise to organize one *today*—NOW? Elect a president, vice president, secretary and treasurer, and enroll every woman in the district. Then write the State Superintendent of Public Instruction, Raleigh, N. C., for pamphlets explaining the organization and work of the association.

Before you leave the school building today, consult the teacher and committee, decide upon some things you will do this fall, and set about it without delay.

### AFTERNOON DISCUSSION—OTHER NEEDS OF OUR COMMUNITY.

#### 1. **What Can Our Community Do to Teach Adults to Read and Write?**

On pages 13-15 will be found tables showing exactly where your county stands in the matter of adult illiteracy. For a fuller statement apply to your county superintendent for the free bulletin, *Adult Illiteracy in North Carolina and Plans for Its Elimination*.

Last year there were in North Carolina eighty-two moonlight schools, with an enrollment of over 1,600 grown people of the average age of 45.

Read carefully the Governor's Proclamation and the plans and suggestions for "Moonlight School Month" found in this bulletin ; read also the article on "Moonlight Schools in Kentucky," on page 31. All teachers should apply to their respective county superintendents for copies of *Twelve Lessons in Reading, Writing, and Arithmetic for Adult Beginners*.

What is the number of adult illiterates in this district as shown by the district census and the teacher's register? Discuss plans for organizing and conducting a moonlight school in your schoolhouse during "Moonlight School



Month," to teach those fellow-citizens of yours to read and write, and to instruct other grown people in the community who can barely read and write.

Five thousand teachers of North Carolina have volunteered to devote at least one month during this school term to teaching grown people to read and write. If your teacher has not volunteered, and for any good reason cannot do so, take steps at this meeting to secure somebody to do it. Some of the educated people of your community will gladly volunteer to assist in the work.

A bulletin for teachers of moonlight schools, containing twelve lessons in Reading, Writing, and Arithmetic, with many valuable suggestions, has been prepared by the State Department of Education, and will be furnished free to teachers of moonlight schools, or others assisting in teaching such schools, upon application to the county superintendent.

Complete the plans and arrangements for a moonlight school in your school-house before this meeting adjourns. Let this too long neglected service to these too long neglected fellow-citizens who cannot read and write—many because they never had a chance to learn—be the first community service undertaken by your community this year. Plan for it today; and let each one aid in carrying out the plans successfully.

Do not stop until every person over 12 years old in your community who cannot read and write is brought into the moonlight school and taught.

To prevent illiteracy in the future, coöperate actively with the teachers and attendance officer in the enforcement of the compulsory attendance law to get all children under 12 years old into the public school.

## 2. How Can We Better Encourage the Reading Habit Among Our People?

Consider whether your school library is what it ought to be, and whether you have added a supplementary library. Read in Section III what was done in the school library at Bunn, N. C. It has frequently been urged that every one-horse farmer should spend \$5 a year for newspapers and \$5 for books; a two-horse farmer \$10 for newspapers and \$10 for books, and a three-horse farmer \$15 for each. Are your people doing this? Are the older people reading your library books? Why not have the children exchange books and magazines at school each Friday? A traveling library from the State Library Commission, Raleigh, will be a great help. Also write Fourth Assistant Postmaster General, Washington, D. C., for information as to how to get a R. F. D. route, if you haven't one, for daily mail will do much to promote reading among all classes.

## 3. Are Our Farmers Coöperating as They Should?

Consider here (*a*) the use of improved machinery; (*b*) marketing of staple crops, vegetables, poultry, dairy products, etc.; (*c*) rural telephones and coöperative insurance; (*d*) coöperative creameries and cream routes. Read the following story how the farmers around Chadbourn coöperated:

"The members of Broadway Farmers' Union, No. 1089, have been doing things this year. We have bought for cash \$1,850 worth of fertilizers, a threshing outfit at a cost of \$750, a lime and fertilizer distributor, and have bought together what grain we had to buy. Two of our members own a manure spreader and two other members own a wheat drill. They all four use the two machines. Therefore each man gets the use of these two machines at one-fourth the cost of each man owning a separate machine. We also have several

binders in our local, each owned by two or more individuals, and several mowers and rakes owned in the same way. Five own a stalk-cutter, and five own a steel roller."

Why shouldn't farmers in your community do likewise? Why shouldn't they join together in marketing their cotton, cotton seed, or tobacco in the fall, and in marketing vegetables, fruit, poultry, eggs, etc., at all seasons of the year? Write to the Division of Markets, West Raleigh, N. C., for information about how to form Coöperative Marketing Associations and Coöperative Credit Unions under the law passed by the recent Legislature. Start a movement for a farmers' coöperative telephone company. Then read the report of a farmers' mutual fire insurance company on page 27, and see whether your people are justified in risking ruin by fire when protection may be had at such low cost.

#### 4. How Can We Make Our Community Healthier?

Are sanitary conditions in the community what they should be? Are wells in places where they can be affected by drainage from stables, pig pens, etc.? Do the people allow stagnant water near their houses as breeding places for mosquitoes, leading to chills and fever? Have the children been examined for hookworm disease? Are the homes screened? Has typhoid fever visited the community this year? Swiss mothers nurse only 46 cases of typhoid fever in every 100,000 of population; German mothers, 63; Scotch, 96; mothers in our Southern States have to nurse 727 cases of typhoid fever in every 100,000 of population. Have you asked the State Board of Health to send you the monthly Health Bulletin? Ask Dr. W. S. Rankin, Secretary, Raleigh, N. C., to put your name on the regular mailing list.

See, also, "Community Health Suggestions" on page 34.

#### 5. How Can We Develop a Richer Social Life and Recreation Facilities, a Greater "Get-together" Spirit Among Our People?

People should get together more. See on page 32 games and songs for informal meetings suggested by Dr. Wyche. Every town and every school should have its playgrounds, and boys should have neighborhood baseball clubs, etc. Singing schools should be encouraged; plays and pageants also. In every school there should be frequent spelling, declamation, and debating contests by boys and girls, and a neighborhood debating society for all. Each school should also utilize the extension lectures from the University, A. and M. College, and the various other colleges of the State; also from the State Departments of Education, Health, Agriculture, etc. Many of these are illustrated lectures. Henry S. Curtis in "Play and Recreation in the Open Country" suggests the following monthly program:

**First Friday** of each month: singing school.

**Second Friday:** spelling match.

**Third Friday:** debate.

**Fourth Friday:** school exhibition and fair.

**Every Wednesday night:** a public lecture.

**Thursday nights:** classes in domestic economy and agriculture, followed by lunch and games.

**Saturday nights:** moving pictures.

Your school may not be able to engage in all these activities, but certainly it can make a beginning with one or two of the more important.

## 6. Appointment of Committees to Act and Report Later.

After discussing all these matters, let the people decide upon a few—not too many—about which they wish to inaugurate improvements right away. Of course, the moonlight school comes first. Other plans may be with regard to consolidating districts so as to get a stronger community unit, develop a genuine social center, and give better support to all social agencies. It may be with regard to some definite plan for getting better roads or streets. It may be to get a better school or town library. It may be to organize a coöperative telephone association. And so on. In every case name a definite committee of three or five persons who will take charge of that particular task with a determination to make it a success. It is suggested that at least three definite committees be appointed:

- (a) Committee on Moonlight School.
- (b) Committee on School Improvement.
- (c) Committee on Community Improvement.

Make arrangements, if possible, for all the men and women to come together tomorrow (Saturday) and work for the improvement of schoolhouse and grounds, church buildings and grounds, roads, streets, etc.; and adjourn to some later date to hear reports of committees appointed.

## 7. Games, Sports, Songs, Plays, and Social Features for Night Session.

A night session may be arranged with games, sports, songs, plays, and social features, for a further discussion of the subjects indicated in this program, or for a lecture or address by some invited speaker.

(Close with "Home, Sweet Home," sung by all present.)

## CONCRETE ILLUSTRATIONS.

(Read below how various communities are actually answering satisfactorily many of the questions presented in this program concerning the improvement of your school, reprinted from 1914 *Community Service Bulletin*.)

### (a) Autryville.

Have you heard of the Autryville Elementary School in Sampson County? Only three years ago Autryville had a dingy, dilapidated one-room shack which served as schoolhouse, village auditorium, and community church.

One or two leaders, with aid from the State Department of Education, won a local-tax fight. A comfortable two-room building replaced the old; two live teachers came into the community; boarding pupils came in. An upright piano was bought and a music class was organized. Next followed a cooking class of twenty girls under the principal, and a class of boys in industrial work was directed by the assistant teacher. The new building is on a pretty hill; a new sand-clay road runs by the door; a tennis court has been laid out; and the water for the school is drawn by means of a new up-to-date pump.

The people are proud of their school and are enthusiastic in its support. Within the past few months adjoining districts have come into the Autryville District, another room has been added to the school building, and another efficient teacher has been employed. From a weak one-teacher school in an un-

painted, unattractive, unequipped, box-car schoolhouse, with a public school term of only four months, this Autryville School during the past few years has developed into an efficient rural elementary school employing three competent and well trained teachers—teaching in an attractive, modern, and well equipped building located on an attractive school site, with a school term of from seven to eight months, with the work of the school more adequately ministering to the cultural as well as the everyday needs of the community's children.

**(b) Brogden School.**

The Brogden School, in Johnston County, is another illustration of a community's progress in the building up of an efficient three-teacher type of rural elementary school. After a long and hard fight the people carried a local tax, erected on an attractive site a comfortable and well equipped three-room building, and employed three competent teachers to do the work. Through its one or two years of high school instruction, through the teaching of practical agriculture to the boys and domestic science to the girls, this school is now more satisfactorily ministering to the cultural as well as the everyday needs of the children of the community. The factions that arose over the voting of local tax have died down; the people are now proud of their school and enthusiastic in its support. This school probably has the largest Boys' Corn Club in the county.

**(c) The Thurman School.**

The Thurman School, in Craven County, represents probably the largest type of school consolidation with the public transportation of pupils in the State. Two years ago the white children in this township were attending school in three dingy, uncomfortable, unequipped, one-room school buildings erected upon small, unattractive, and shadeless spots. The people became convinced that under these conditions the educational needs of these children were not being met nor could be met. They launched an aggressive campaign for the voting of local tax and the consolidation of all the schools of the township into one central school. The election was carried by a good majority, an attractive three-room school building was erected upon a school site of seventeen acres, three school wagons were bought, and about seventy children living too far to walk now ride to one central school. The school began with two teachers. This year they have a competent male principal and a competent assistant. The principal has bought a farm near the school and intends becoming a permanent resident, giving to the community, the year round, the benefit of his leadership in all matters pertaining to its fullest development industrially, socially, and morally. The question of adding another teacher is now being discussed, and this may be done before the close of the session. With this male principal who loves country life and understands practical agriculture, with this school site of seventeen acres, the boys in Thurman School are going to have a rare opportunity for regular, systematic, and valuable instruction in country-life subjects. It is probable that the girls also in this school are going to be given systematic training in cooking, sewing, in home-making and home-keeping. By enlarging their territory they now have the taxable property and the people to develop a type of rural elementary school that is very efficient in meeting the needs of the children of the entire township. It is not surprising that the people are enthusiastic over their school and that it is becoming an object-lesson for the rural communities throughout the entire county.



## SECTION III.

### GOOD EXAMPLES FOR YOUR COMMUNITY.

The following articles have been compiled with a view to furnishing suggestions and questions relating to the programs in the preceding pages. They are arranged alphabetically according to topics. Credit for the source from which they have been drawn is not always given, as they have been taken from many different publications and persons.

The significance of these articles will become immediately apparent upon being read. They show what the leading communities in North Carolina and the Nation are doing to upbuild our civilization. Each one, when read, should be followed by the searching question, "*Will the adoption of the suggestion herein presented be of value to my community?*"

---

### Betterment Associations.

#### HAVE YOU A SCHOOL BETTERMENT ASSOCIATION?

What some such associations *are doing* in North Carolina:

1. **Parents meet once a month with teachers** to discuss school needs and to plan improvements.
2. **Parents or friends come to school at a stated time** (last hour Friday) and **give informal talks on topics of the day.**
3. **Parents suggest and insist upon medical and dental inspection.** Associations sometimes pay for special treatment for children whose parents cannot afford it.
4. **Material Improvements:** (a) The Woman's Club of Wilmington established a Domestic Science Department in the High School. (b) The Civic Club of Davidson put in drinking fountains and provided a playground director for recess hours. (c) The Community Club of Chapel Hill supports a musical department in the village school. (d) Many civic clubs have founded school libraries and provided good pictures for schools. (e) The Woman's Club of Gastonia spent hundreds of dollars terracing and improving school grounds. The Superintendent of Schools of Gastonia granted half holiday in order that the teachers might attend a special meeting of the Woman's Club for discussion of community problems. (f) Women's Clubs furnish speakers and programs for Arbor Day, civic days, flag days, etc. (g) Parents provide seeds, plants, hedges, and trees for school-yard planting.—*Mrs. T. W. Lingle, President of the North Carolina Federation of Women's Clubs.*

Read what two active Betterment Associations have done:

#### APEX.

During the past school year the Apex School Betterment Association raised, in addition to gifts made to the school, the sum of \$246.73. This money came from the following sources:



Money on hand May 1, 1914.....	\$ 30.10
Cleared from oyster suppers.....	16.52
Prizes in cash, including prize for best exhibit at State Fair...	27.50
Dues.....	6.00
Rent of school grounds.....	10.00
Bazaar.....	31.55
Plays and entertainments .....	115.06
Sale of pictures to secure money for library.....	10.00
Total.....	\$246.73

The method of raising this money is indicated by the foregoing statement. Attention should be called to the fact, however, that a definite policy was followed throughout the year in the efforts of the association. Each month a member of the association was appointed to direct the activities of the association for that month in the raising of the money. This member would have charge of the planning and would call upon the other members to help in the way that was most needed. This method gave a unity to the work and was very effective.

The money raised was spent for the following purposes:

Library.....	\$ 34.15
Cleaning building (janitor hire).....	\$7.50
Doormats.....	6.75
Burlap.....	3.15
County Commencement banner and expenses of exhibits.....	17.73
Library table.....	13.00
Improving school grounds .....	7.50
Expenses of Commencement and speakers.....	34.40
Spent for other purposes .....	12.83
Total.....	\$217.01
Balance on hand now (August 28, 1915).....	29.72

In addition to the amounts mentioned above, donations were made to the school to the value of \$54. These gifts took the form of books, pictures, prizes, and work on the school grounds. Many of these gifts were secured on Donation Day. On Thanksgiving the members of the association were "at home" in the school building to the people of the community, and every one was asked to come to the school building and bring some gift that would be useful for the school. Some time before this there had been printed in the local paper a list of the things that were especially needed. This helped in securing the donations.

During the last year an especial effort was made to improve the library. The school now has a new International Encyclopedia, which is almost entirely paid for; also secured through the North Carolina Library Commission a loan library for four months. A loan library can be had free by any association that will pay transportation from Raleigh and return. This library was a splendid collection of thirty-seven books. These books were read by over 200 people in the community. The transportation from Raleigh and return was

50 cents. Fines to the amount of 83 cents were collected. Thus the school had the use of 37 books for a period of four months and actually made a profit on them of 33 cents.

During the year nine entertainments were given at the school. The floors were oiled twice, gravel was placed around the well, and several loads of rubbish removed from the grounds.

The Apex Association has 31 members. They aided in visiting homes and coöperated with teachers in improving school attendance.

### FAIRVIEW.

The Fairview (Wake County) Betterment Association and teachers gave four entertainments during the last school term. At one of these Professor Cobb of Chapel Hill was the speaker, and at another, Professor Judd. Their talks were a great help in keeping up enthusiasm and encouragement during the remainder of the school term.

The school term was lengthened thirteen days, at a cost of \$107.25. The sum of \$68.51 was cleared from the school farm, and one of the \$10 prizes given by Mr. E. B. Crow for the best yield for the amount of land cultivated was awarded this school.

Part of the firewood was furnished for the school through the Betterment Association, and all of the incidental expenses of the school were paid from the Betterment fund.

The building was thoroughly cleaned, the floors oiled, and the yard cleaned of all rubbish and all the rocks removed.

Also bought a large bell for the school.

Total amount cleared .....	\$165.13
Amount expended .....	136.65
Amount on hand.....	\$ 28.48

### Canning Clubs.

#### WHAT SOME CANNING CLUB GIRLS ARE DOING.

Where Canning Club work has been established for two or more years and the output of canned goods is between 10,000 and 60,000 cans per county the girls are advised to sell to merchants; and to that end coöperative marketing associations have been formed amongst the girls of a county for the disposal of their products. The executive board of the local club, composed of the most energetic business girls, endeavors to dispose of everything in its own community; but if this cannot be accomplished, it calls on the county board, which can usually sell in one of the many county markets. Each county is expected to dispose of its own products; but if it has overproduced, the State Marketing Association, composed of the chairmen of each county association, will undertake to dispose of this surplus.

The Canning Club membership this year numbers 2,914, with 1,500 affiliated women. Returns indicate that the girls will fill 600,000 containers with canned products of all kinds and the women from 50,000 to 100,000 cans.

Reports are coming in of the girls who have helped to keep themselves at school this year with the profits made from the summer's work in canning and preserving. Miss Jessie Maske of Anson County is at Meredith because of her success in canning. Miss Leah Kendall has been given a scholarship at Littleton for helping with the canning there this fall. Misses Ruth and Virginia Jones and Annie Bell Smith are at Albemarle Industrial School by the help of their canned products. In Wake County Miss Esther Shearon and Miss Rennie Caudle, through the same means, are maintaining themselves at Peace. Dr. Ramsey of Peace Institute has been so much interested in these Canning Club girls that he has offered a scholarship giving not only the regular course, but any extra which the winner may choose. Miss May Shearon and Miss Grace Batts were equally fortunate in arranging to go to the State Normal College at Greensboro. In Franklin County Misses Monnie and Mary Stallings filled 1,000 tin cans each and are using the profits for tuition at college. Miss Annie Garris of Northampton has taken her products to Murfreesboro in exchange for her tuition. From many other counties similar accounts of girls at school are sent, and when all returns are in they will doubtless show a large number of North Carolina girls receiving an education through their own efforts at canning and preserving and their business ability in marketing what they have produced.—*Mrs. Jane S. McKimmon, State Agent, Home Demonstration Work.*

---

## Insurance.

### FARMERS' MUTUAL INSURANCE.

According to the last annual report of the Farmers' Mutual Insurance Association of Catawba and Burke counties, organized in 1901, the amount of insurance in force was \$1,786,890. Of this amount \$1,217,870 was carried by Catawba farmers and \$569,020 by Burke farmers. New insurance to the amount of \$261,930 was written last year. The assessments have been only 15 cents on the \$100 annually since the year 1905. A farmer can carry insurance in this Mutual Association for \$1.50 per thousand. The assessments for the last year amounted to \$2,496.07. The association carries in the treasury about \$1,200, so that losses can be met promptly. There was paid out for the year ending July 1 for losses, \$1,934.35. The expenses for doing business for the year included taxes, salaries, postage, etc., and amounted to about \$800. There are at present 2,268 members of this association, a gain of 268 within the last twelve months. All losses have been adjusted satisfactorily and the association is in a healthy condition and growing. The last assessment just sent out for this year amounts to only 15 cents on the hundred dollars.

This is perhaps the cheapest insurance a farmer can get, and it provides the features of safeness with that of low cost.

Are the farmers in your county enjoying fire protection at this low rate? Why not?—*From 1914 Community Service Bulletin.*

## Corn Clubs.

### WHAT SOME CORN CLUB BOYS HAVE DONE.

In Union County there are two club members who have attracted especial attention by their work. In one case the county agent was on his rounds when a farmer told him he should visit a certain boy; that he was the best farmer in the community. On driving up to the farm the agent found a bright lad of 18 years who began to fire questions at him. The questions showed unusual knowledge of agriculture, and the crops on the farm indicated the presence of a real farmer. When asked how he learned so much about agriculture, the boy stated that he joined the Corn Club several years previously, got interested in the letters and bulletins, and since had read all the literature he could get his hands on. Although in his teens, this boy is a recognized authority, among his own neighbors, on agricultural subjects.

Another little adopted boy in Union County became a member of the Corn Club, read the letters and bulletins sent him, and, although he made no prize-winning yields, he learned how to farm. Some time ago his foster father died, leaving just the widow and the boy. This boy was sufficiently informed to take hold of that farm, and is carrying it right on.

There is a family near Burlington, Alamance County, in which there were two loyal Corn Club boys. The oldest boy made such a good record on his acre that the management of a neighboring farm was entrusted to him. He soon afterward went to college, and today he is one of the leading men at the State University; active in all college life, a leader in his class work, and one of the finest athletes the institution has. His younger brother joined the club when only 13 years old, and stuck by it till his age debarred him, making some excellent yields. When he joined the club, according to his own statement, he had made up his mind to take a mechanical course. Through the Corn Club he became interested in the study of soils and crops and today he is at A. and M. College taking a course in agriculture.

In Friendship Community, Alamance County, there was quite an active Corn Club. The rural school supervisor of the county found that these people were becoming interested in their community's development. A community fair was proposed and the idea spread like wildfire. The club boys and girls lined up behind the movement and the first Community Fair was made a success. The next year several other communities held similar fairs, and in each case we find the community fairs going to the school districts where there were live Corn and Canning Clubs, and the boys and girls taking the lead. The agricultural club of the school district should be the nucleus around which other community clubs and organizations are formed. Get the boys and girls of any community organized for work and the community will go forward.

In 1914 the 1,000 boys who reported made an average of 58.2 bushels of corn, or a total of 58,200 bushels. That is 38,000 bushels more than they would have made had they grown corn at the average of the State—20.7 bushels. Putting corn at 90 cents a bushel, they added \$34,200 to the wealth of the State.

In Buncombe County 45 boys made 3,421.69 bushels, an average yield per acre of 76.03 bushels. Average cost,  $37\frac{3}{10}$  cents per bushel.

Buncombe has 33,392 acres in corn and averages  $18\frac{2}{3}$  bushels per acre. The boys made 2,576.69 bushels more than they would have made had they grown corn at rate of the average farmer of county.

Caldwell County had 44 boys who made 2,455.41 bushels. Average yield per acre, 55.8. Average cost per bushel,  $39\frac{1}{2}$  cents.

In 1909 there were 23,829 acres planted to corn in Caldwell, which made 355,138 or an average of 15 bushels per acre. Had all the farmers done as well as the boys they would have made 1,329,708 bushels.—*T. E. Browne, State Agent, Boys' Corn Clubs.*

---

### Farmers' Union Libraries.

#### BOOKS FOR THE FARMER AND HIS FAMILY.

Recognizing the general scarcity in country homes and rural communities of reading matter relating to country life—its business, its recreations, its home-making, its community activities through coöperative effort—the State Farmers' Union has adopted a plan to help the Local Unions procure a small library of the best books in this line, with a few others of a more general nature. Any Local Union may get this library by furnishing only a part of the cost. It may be made the beginning of a community library or used as a supplement to one already established; or it may be added to the school library, under certain conditions. For full particulars, address E. C. FAIRES, Secretary State Farmers' Union, Aberdeen, N. C.



Chadbourne  
Feb 26 1915-

Dear Sir. I have been coming  
too moonlight school four  
night I have learned this.  
much four night so.

I will close for this time  
Yours truly

B D Sellers

THE RESULT OF FOUR LESSONS.

Written the fourth night of his attendance at Moonlight School by a man 24 years old who did not know a letter in the book the first night.

## Moonlight Schools.

### **"MOONLIGHT" SCHOOLS IN KENTUCKY.**

The object of the "moonlight" schools of Kentucky is the reduction of adult illiteracy. The story of the attempt begun in September, 1911, by Mrs. Cora Wilson Stewart, Superintendent of Schools in Rowan County, Ky., and her associates, follows.

Having studied carefully the conditions of the county, Mrs. Stewart decided to open night schools for adults on moonlight nights in the public schoolhouses of the county. She outlined her plan to the teachers and called for volunteers. All the teachers of the county responded. On Labor Day, September 4, 1911, these teachers visited the homes of the people throughout the county, explained the plan, and announced that moonlight schools would be opened the next evening. It was expected that the response would be slow, but more than 1,200 men and women from 18 to 86 years old were enrolled the first evening. They came trooping over the hills and out of the hollows, some to add to the meager education received in the inadequate schools of their childhood, some to receive their first lessons in reading and writing. Among these were not only illiterate farmers and their illiterate wives, sons, and daughters, but also illiterate merchants or "storekeepers," illiterate ministers, and illiterate lumbermen. Mothers, bent with age, came that they might learn to read letters from absent sons and daughters, and that they might learn for the first time to write to them. Almost one-third of the population of the county was enrolled.

In September, 1912, a "moonlight school" teachers' institute was held in Morehead, Ky., and the superintendent and teachers who had conducted the first moonlight schools instructed others who wished to do work of this kind in Rowan and adjoining counties, and in the fall of 1912 the movement spread to eight or ten other counties, while the enrollment of adults in Rowan County reached nearly 1,600.

The success of the men and women proves that it is not so difficult for illiterate grown-ups to learn to read and write as is generally supposed. They learn in a very short time, if given the opportunity. Reading, writing, and arithmetic are simple subjects when mature minds are concentrated upon them. One man, aged 30, after four lessons in the evening school, wrote the county superintendent a legible letter. Another man, aged 50, wrote a legible letter after seven nights attendance. A woman, aged 70, wrote a legible letter after eight nights of study. These cases are, of course, exceptional; but experience has shown that a few weeks attendance at the night schools has been sufficient to enable the adult pupils to pass over the dark line of illiteracy and to get into the class of literates. Several succeeded in securing a Bible, which had been offered as a prize by the superintendent to those who would learn to write a letter during the first two weeks of the moonlight school term.

One of the significant facts brought out in this experiment is that adults of limited education have taken advantage of the opportunity to return to school and to increase their knowledge. Of the 1,600 adult pupils attending night school during the second term, 300 were unable to read and write at all, 300 were from those who had learned in September, 1911, and 1,000 were men and women of meager education.

The change in the attitude of the community toward the school, where the night school has been undertaken, is in itself significant. A school trustee thus describes the change in his community:

"I have lived in this district for 55 years, and I never saw any such interest as we have here now. The school used to just drag along, and nobody seemed interested. We never had a gathering at the school, and nobody thought of visiting the school. We had not had night school but three weeks until we got together right. We papered the house, put in new windows, purchased a new stovepipe, made new steps, and bought the winter's fuel.

"Now we have a live Sunday-school, a singing school, prayer-meeting once each week, and preaching twice a month. People of all denominations in the district meet and worship together in perfect unity and harmony, aged people come regularly, and even people from the adjoining county are beginning to come."

---

### Play and Games.

#### PLAY AND RECREATION.

The following suggestions on play and recreation for "North Carolina Day" in every public school have been made by Richard T. Wyche, a former North Carolinian, now President of the Story Tellers' League of America:

Since a part of the programs for Community Service Week is given to recreation, what means shall we use that we may get the best results?

I propose that we utilize the deep race instincts for games, songs and story-telling. All races have their folk-games, folk-songs, and folk-stories, a conserving and refining influence that has come down to us from the childhood of the world.

What games shall we play? I would say the old games, rhythmic games, group games, singing games, handed down by our ancestors. These are games that all can play together, fathers, mothers, brothers, sisters, and neighbors; in homes, school, or playgrounds. Baseball, basket ball, etc., are good, but only a few can play, while the balance look on.

Most people who come to a picnic or social gathering play some kind of games, but they do not always play to the best advantage. While the widest range for free play should be allowed, several practical leaders who know well a dozen or more good games, should take hold of the crowd, put the little children in several groups, the middle sized in others, and grown people in still another group. They soon could have five hundred people playing to the best advantage and the place resounding with sounds of mirth.

Below I give a few of the old singing games that belong to a large group that cannot be surpassed in their possibilities for musical, rhythmical, and dramatic expression, blended with pathos and humor. I have tried them out in many places and they are popular with young and old.

1. **Looby Loo.** All stand in circle and sing, "I put my right hand in, I put my right hand out, I give my right hand a shake, shake, shake, and turn myself about." Then left hand, two hands, right foot, left foot, etc., all singing and moving together.

2. **Jolly Miller.** One in the center, others in couples, march round singing, "Jolly is the miller that lives by the mill; the wheel goes round with a right good will," etc. When right steps forward and left back, one in center seizes partner. The one left over gets in the center and the game continues as at beginning.

3. **Farmers in the Dell.**

4. **We are marching round the village,** go in and out the window, go forth and choose your lover, etc.

5. **Oats, peas, beans, and barley grow.**

6. **Pig in the parlor.** "My mother and father are Irish, and I am Irish, too. They put the pig in the parlor, for he is Irish, too. Right hand to your partner, left hand to your neighbor," etc. Tune of "We'll Not Go Home Till Morning."

Other group games, but not sung, are:

1. Cat and Mouse. 2. Fox and Geese. 3. Drop the handkerchief. 4. Prisoner's Base. 5. Relay races. 6. Tug of war (boys). 7. Helping. Take an even number, say ten, let one be "It," the catcher. That leaves nine, who join hands in twos. "It" can catch the odd one, but the group pairs and repairs so fast that the odd one is never in the same place. When an odd one is caught he becomes "It." Space for running is required. The game appeals to grown people and children over 12.

After people have played games and by deep breathing renewed their blood with oxygen, increased the circulation, eliminated poison, laughed together, become free, social, and democratic, they are ready to sing together. Their voices are strong and resonant.

Let them sit down and sing such songs as "Suwanee River," "Juanita," "Old Black Joe," "Dixie," "Old Kentucky Home," "Annie Laurie," glee club songs and negro melodies such as "Swing Low, Sweet Chariot."

Story telling would probably be the most spontaneous and social way of spending the remainder of the time. It might begin with the telling of short anecdotes by a number and followed by folk stories, such as Uncle Remus, history and hero stories, Indian stories, fairy stories, stories of love and romance. The story telling should be sincere, natural, creative, and no ambitious or cranky person should be permitted to monopolize the whole time. Parents, teachers, and frequently children can contribute to the delight of the story hour.

The fundamental principle for games, songs and story telling is that expression is life, suppression is death. Every child, man and woman must have some way of expressing his life and contributing to the joy of the occasion. We grow by giving. That being the case, every school, home, and church should have its playground, song and story hour. Every school should have a playground of from two to ten acres, according to its size. Teachers should play and lead the children in group games. It would greatly build up their health and unite teacher and pupil in good fellowship. No teacher should be permitted to teach who cannot or will not play.

## Public Health.

### COMMUNITY HEALTH SUGGESTIONS.

1. See that the school is properly ventilated with window ventilators and the room heated with a jacketed stove as described in the bulletin prepared by the State Department of Public Instruction and furnished upon request to any interested person. Also get rid of the common drinking cup and roller towel, substituting for these conveyors of infection the suggestions of the above mentioned publication.

2. See that the school well is properly constructed and that the school is provided with sanitary privies as described in the bulletin issued on School Buildings and Grounds, prepared by the State Department of Education.

3. Appoint a committee to arrange, with the advice and assistance of the State Board of Health, for a community meeting early next spring to consider measures for the relief or eradication of the fly nuisance.

4. Inquire into the teaching of subjects of sanitation and hygiene in the school, and unless these subjects are emphasized, insist that the principal of the school give them the important place in the classes that they deserve.

5. Appoint a committee to consider the problem of a community physician. Write the State Board of Health for particulars.

6. As a means to all of the above, and as the first essential and remedy necessary for the application of all other remedies, work to secure a whole-time county health officer in your county, which is the best step in the direction of efficient county health administration, and from which all communities of the county will profit and by which the above sanitary suggestions for your own community may be more surely and easily carried out. See plan discussed in Bulletin No. 2 of the State Board of Health. If you are interested in this matter, write for this bulletin at once and for any further information that may be desired.

---

### A MORE EFFICIENT TYPE OF RURAL ELEMENTARY SCHOOL.

#### I. PURPOSES.

1. To give country children a broader and more intelligent acquaintance with country life.

2. To give them a more genuine appreciation of and satisfaction with country life.

3. To give them more adequate training and preparation for a more remunerative, more effective, and a more satisfying life in the country.

4. To develop a rural community life that is industrially more effective, and that is socially, morally, and intellectually more efficient.

#### II. METHOD.

1. To increase the territory of the one-teacher school district from approximately nine square miles to twenty or twenty-five square miles.



2. To provide a school site of not less than six or eight acres, thereby furnishing ample space for playground and demonstration farm work.

3. A three-room school building with ample auditorium—building comfortable, attractive, equipped with comfortable seats, modern blackboards, maps, globes, and well selected library for pupils and teacher.

4. Three competent and well trained teachers with male principal.

5. The community furnishes permanent home for principal and with him his two assistant teachers.

6. Principal gives two years of high school instruction, supervises and directs the work of his two assistants through the observation of their work, private conferences, well planned and regularly conducted teachers' meetings.

7. Principal organizes boys in the school above fifth grade into a Boys' Farm-life Club. By means of text-books on agriculture, agricultural bulletins and the school demonstration farm, the boys are given practical instruction in better farming, better business, and better living upon the farm. For the particular crop grown upon the school farm, a specially prepared course of study is provided, furnishing a continuous series of lessons and activities throughout the year.

8. After the school closes, the Farm-life Club meets at their school farm once or twice each week at the call of the principal or county farm demonstrator, to study the particular needs of the crop at that time and to do the cultivation necessary.

9. The first assistant to the principal organizes the girls in the school above the fifth grade into a Home-life Club, giving them practical instruction on their school demonstration plat in making the home garden, preserving the products for home use and for marketing. They are also given practical instruction in raising better poultry, in sewing, cooking, home sanitation, and hygiene. For their work in growing tomatoes, a specially prepared course of study is provided, furnishing a series of continuous lessons and activities during the year.

10. The second assistant to the principal organizes the boys and girls in the school above fifteen years of age and the young men and young women of the community into a singing club. She directs and supervises their work and aids them in preparing musical entertainments to be given at the school several times during the school term. This teacher also organizes the young women and the mothers of the community into a Betterment Association for making more attractive the school building and school grounds. Through tactful suggestions she will aid the women in their planning to make their individual homes more beautiful and more desirable.

11. The county farm demonstrator meets with the principal and members of the Farm-life Club two or three times each month, takes an active part in their class-room discussions, in their experiments, and gives them the advantage of his practical skill and knowledge in their actual work upon their school farm. In a word, he is an effective assistant to the principal and the Farm-life Club studies, and school farm work.

12. If the principal does not own his home in the community, and is absent during the summer months, then the members of the Farm-life Club elect

the county farm demonstrator to become their leader during the summer, and he calls them to meet once or twice each week to study the needs of their crop and to do the cultivation necessary.

13. The home demonstration agent is to be the first assistant and be to the members of the Girls' Club what the county farm demonstrator is to the principal and to the Boys' Farm-life Club. She will be present at the weekly meetings of the Girls' Club two or three times each month and take an active interest in their discussions of home-life problems. In a word, in this work she is a valuable assistant in the school.

14. The auditorium is the common meeting place for the people of the entire community. In this auditorium are held neighborhood spelling matches, declamations, and debates. Here are given musical entertainments, illustrated lectures, addresses on topics of most vital interest to the community. Here the mothers of this larger community plan improvements in the school building and school grounds, plan improvements in the beauty and efficiency of their individual homes, and here the members of the Farmers' Union meet to discuss better farming, better business, and better living upon the farm.

---

### Rural Women's Clubs.

#### (1) DEVELOPING A MODEL RURAL COMMUNITY.

The housekeepers of Salemburg, Sampson County, are organized into a strong Matrons' Club, which is doing very significant work in the way of promoting home industries, household management, and general uplift work. The entire membership is divided into several working committees, each of which is visiting every home in its section of the community for the purpose of soliciting the coöperation of every family in the health campaign, and these committees are systematically caring for the sick and suffering in their respective territories. Very recently the Woman's Club has organized the young ladies of Salemburg into a branch club, the prime purpose of which is to promote the cultural side of life, and to coöperate with the older Woman's Club in its efforts to establish a community library. It is expected that the young ladies will in turn lend their influence and aid to the young girls, who have a very interesting industrial club. The women have caught the vision and have gone about their part of the work in a way that must give back results.

The young men have built a tennis court, organized a baseball team and also a local band, which will soon be in shape to furnish creditable music for the public gatherings in the community. The social life of Salemburg has been greatly stimulated by the general quickening of community life, and the young people are constantly making opportunities to enjoy life through wholesome and innocent means.—*North Carolina Education.*

#### (2) WOMEN'S MARKETING CLUBS.

Beginning with Canning Club work among the girls of our State, Home Demonstration work has gradually increased and broadened until it includes

the older women as well. Mothers, aunts, and even grandmothers have come to realize the benefits of getting together and doing things for the betterment of home and community.

Some remarkable results have attended the employment of a trained woman to supervise work among rural women and girls, this having been made possible by increased county appropriations. In one community the women who were individually selling eggs, poultry, and butter at unprofitable prices and to fitful markets were brought together by the county agent, instructed in grading and packing eggs and in making sausage, and taught how to mold butter and just what constituted a high-grade pack. In consequence, last winter these women got into communication with Raleigh and Wilmington housewives and were able to dispose of these products at a satisfactory profit. The city housewives also felt satisfied, and are encouraging these country producers to continue the mutually helpful coöperative marketing. Rural women thus organized are fast learning the value of a standard, salable article, as products sold through the organization must conform to standards laid down as to quality, grade, and pack.

Women have also become interested in fancy preserves and jellies and in making the commercial packs, just as the advanced Canning Club girls are doing. In Cleveland County, where there was very little canning before, 75,000 empty tin cans have been shipped this year to women and girls who are either club members or who have been induced to can through seeing the work of the club girls.

A Sampson County agent, in a weekly report, has the following to say:

"I succeeded, after much persuasion, in getting a tenant woman on our place to join the club this year, and assisted her in getting cans and a canner, and it has opened the eyes of the neighborhood and aroused their enthusiasm as nothing else has. That woman has canned between seven and eight hundred cans and jars for herself and others. Her friends have carried fruit and vegetables to her for fifteen miles to be canned. I am now trying to get them interested in organizing a woman's 'Help One Another' Club, and in that way help them to become better housekeepers, better cooks, and better business women."

---

## School Farms.

### CULTIVATING SCHOOL FARMS IN WAKE COUNTY.

One of the most interesting developments in North Carolina school work has been that of the school farm idea as worked out by Superintendent Z. V. Judd, of Wake. The story of that development has been made the subject of a Bulletin of the United States Bureau of Education, a copy of which should be in the hands of every county superintendent in the State. It can be secured free by writing to the Commissioner of Education, Washington, D. C.

The school farm is at or near the schoolhouse. It is from two to ten acres in size and is worked by a community organization under the direction of a

farm superintendent. The proceeds go to the school. Such crops are planted as are adaptable to the climate and soil and can easily be cultivated by women and children as well as men. In Wake cotton has been planted more than all other crops.

The purpose of the school farm is its most significant feature. It is three-fold:

First, to give the school a new meaning as a factor in the socialization of rural life; second, to vitalize school life by the introduction of new practical subjects, or by improving the method of teaching old subjects, or by both; third, to supplement the school fund.

The results in Wake have been striking. In seven years the school farms have grown in number from one to twenty-four; in number of persons working in one year, from a handful at Holly Springs to 2,136; in money returns, from \$118.28 to \$1,550.20. The total clear financial returns from these farms during the seven years amounts to more than \$7,000. The improvement of social conditions in the school farm communities has been marked.

Closely allied with the school farm movement in Wake County is the Betterment Work. The Betterment Association has a membership of over eight hundred. Last year the contributions of this association to the public schools amounted to only a little less than \$10,000.—*From 1914 Community Service Bulletin.*

---

### School Libraries.

#### HOW ONE RURAL SCHOOL LIBRARY HELPED THE NEIGHBORHOOD.

The library of Bunn High School during the session of 1910-11 added nearly a hundred books to an already well stocked case, and, what is more important, more than tripled the circulation as compared with previous years.

At the previous commencement some funds had been raised by giving a play, and this sum had been wisely reserved for library purposes. So we at once ordered a large bookcase of our own design, costing \$15. It had shelf capacity for more than twice the number of books in hand (about 200). In placing the books in the new case we catalogued them, using a very simple card system by which we were enabled to tell at a glance what books were in the library, the name of the author, and the title. We also arranged another card system for circulation purposes. Every child in the school was given a card, which was kept for him in the case, and each one was then made to feel that the card gave him a special right to get a book just when he wanted it. The demand picked up at once. Needless to say, the requests for books were always promptly attended to by the person in charge—and that person was always to be found, too.

Like most rural libraries, ours was woefully wanting in books that appeal to children. "The Decline and Fall of the Roman Empire" was in its proper place, but we needed Mother Goose, fairy tales, animal stories, etc. We ordered these; we already had Uncle Remus; and, besides, we ordered fifty copies of five-cent classics, published by the Owen Publishing Company of



Dansville, N. Y. The arrival of these little books was joyfully greeted by the children, and there was hardly a pupil in school who did not read as many as six of them.

Money for buying new books was raised in many ways. The commencement play has already been mentioned, and there were contributions from individuals both of money and of books. Then, too, advantage was taken of the funds provided by State and county for supplementary libraries. The arrival of any new books was always announced publicly, usually at the Sunday-school service. The Sunday-school meets in the schoolhouse and affords an excellent opportunity for distribution of books.

#### READING ROOM FOR YOUNG MEN.

We now had a circulating library, but the interest was confined chiefly to the pupils; and a rural library to be a success must extend its usefulness to every individual in the community. The problem of interesting young men not in school is always a most difficult one, and that which we think ought to attract often drives away. With this problem in mind, we determined to supplement the library in a way that would interest the young men. A reading room naturally suggested itself, and we at once put in an order to the amount of about \$14 for a number of standard weekly and monthly magazines, such as the *Outlook*, *World's Work*, *Everybody's Magazine*, *Success*, *American Boy*, *Youth's Companion*, *Progressive Farmer*, and others of like class. There were also included all of the free bulletins of the State and National departments covering the subjects of agriculture, home economics, and health. It was decided to have the reading room open at night, as young men in the country work from "sun to sun." So announcements were made in the Sunday-school—to which everybody goes—that a reading room for the benefit of all the young men of Bunn community and surrounding country would be open every Tuesday and Friday nights. All were invited to come, and *in their working clothes, too*. This plan has worked well.

All the magazines and papers are filed in the bookcase, and, for the benefit of the women and stay-at-homes, the children are allowed to take any of them home, except the current numbers, and to keep them for a few days. Thus the reading matter circulates and the usefulness of the library is felt and appreciated throughout the community.—J. M. Broughton, Jr., in *1914 Community Service Bulletin*.

---

### Traveling Libraries.

#### HOW TO GET ONE FOR YOUR COMMUNITY.

North Carolina maintains through its Library Commission at Raleigh a system of free traveling libraries. General traveling libraries furnish people living on farms and in remote communities good books for general reading; package libraries provide students and club workers with material for debates and club papers; and the reference department of the traveling library system supplies reference libraries on special subjects for study clubs. The books are



free to all, and any community may share the advantages of the traveling library system by complying with the few regulations necessary to its efficient management.

#### GENERAL TRAVELING LIBRARIES.

These libraries of thirty-five or forty volumes are made up of novels and stories and of the best and most readable books on various subjects for adults and children. They are shipped by freight in a box fitted with shelves so that it can be used as a bookcase. A library may be kept for three months and, if desired, renewed for one month longer. As soon as one library is returned another containing a different collection of books is sent to take its place.

#### HOW OBTAINED.

Any community may obtain a traveling library by securing the signatures of at least ten residents, who thus form a library association. The association elects a president, a secretary, and librarian, and decides where the books shall be kept. Ordinarily the post-office is the best place, as every one goes there; but if this is not feasible, the most desirable places are general stores, schools, and, lastly, private homes.

The application for a traveling library must be made on the cards furnished by the Library Commission. If it does not seem desirable to form a library association, the application may be signed by five taxpayers or by the officers of a Farmers' Union local.

The rules governing the loan of libraries are few and simple. Borrowers agree to take good care of the books and that they shall be loaned without charge to all responsible persons in the community; to return the library promptly; and to pay the freight both from and to Raleigh.

#### AGRICULTURE AND COUNTRY LIFE.

The reference department of the traveling library system contains a very full and good collection of books on agriculture and country life. Single volumes are loaned to individuals; upon request, a group of six is included in a general traveling library; or ten books are loaned to a Farmers' Union local.

A special collection, called the Farmer's Library, contains twelve volumes of the best and most readable books on agriculture for North Carolina farmers. This Farmer's Library is loaned to five taxpayers or to a Farmers' Union local.

#### DEBATE LIBRARIES.

A debate library contains pamphlets, Government and State documents, magazine articles, and several books on a given question. Literature dealing with both the affirmative and negative sides of a question is always included in every library. These libraries are not loaned to individuals, but to debating societies and to rural schools, and the application must be signed by the principal of a rural school or by the president and secretary of a debating society.

# PROGRAM OF EXERCISES

FOR

## NORTH CAROLINA DAY

(MURPHEY DAY)

FRIDAY, DECEMBER 22, 1916

---

ARCHIBALD DEBOW MURPHEY

1777-1832

Legislator, Judge, Scholar, and Educational Statesman

"The Father of the Public Schools of North Carolina"

---

PREPARED BY REQUEST OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

BY

EDGAR W. KNIGHT

Professor of Education in Trinity College

Author of "Public School Education in North Carolina"

---

RALEIGH  
EDWARDS & BROUGHTON PRINTING CO.  
STATE PRINTERS  
1916

[CHAPTER 164 OF THE PUBLIC LAWS OF 1901.]

**AN ACT TO PROVIDE FOR THE CELEBRATION OF NORTH CAROLINA  
DAY IN THE PUBLIC SCHOOLS**

*The General Assembly of North Carolina do enact:*

SECTION 1. That the 12th day of October in each and every year, to be called "North Carolina Day," may be devoted, by appropriate exercises in the public schools of the State, to the consideration of some topic or topics of our State history, to be selected by the Superintendent of Public Instruction: *Provided*, that if the said day shall fall on Saturday or Sunday, then the celebration shall occur on the Monday next following: *Provided further*, that if the said day shall fall at a time when any such schools may not be in session, the celebration may be held within one month from the beginning of the term, unless the Superintendent of Public Instruction shall designate some other time.

SEC. 2. This act shall be in force from and after its ratification.

Ratified this the 9th day of February, A. D. 1901.

## PREFACE

---

Believing it wise to instill into the minds of each generation the fundamental principles of public education and to impress the children with the fundamental necessity of an adequate system of public schools as the only means of disseminating knowledge and intelligence among the masses of the people, and of placing equality of educational opportunity within the reach of rich and poor, high and low, and as one of the best means of preserving liberty and promoting virtue, happiness, progress, and prosperity, we have planned to begin with this bulletin a series of bulletins for the celebration of North Carolina Day in the public schools centering around some of the great educational leaders of the State, containing the story of their struggles and service, and extracts from their addresses and writings, setting forth their educational doctrines and philosophy.

It is fitting that the first of the series should be devoted to the life, service and teachings of Archibald D. Murphey, called, by common consent, "The Father of the Public Schools of North Carolina."

The beautiful town of Murphy, county-seat of Cherokee County, was named in honor of this great man. The Woman's Club of Murphy has started a commendable movement to honor his memory further by erecting in the town a beautiful marble fountain as a memorial to him. In this bulletin will be found an appeal by the president of the club to the public school children of the State for contributions to this purpose. I commend the appeal to the attention and consideration of children, teachers, and superintendents, and sincerely trust that there may be a generous response to this worthy object. All contributions, as you will see, should be forwarded direct to the Bank of Murphy.

At my request, this bulletin was compiled and edited by Dr. Edgar W. Knight, of the Department of Education of Trinity College, and I desire to return to him sincere thanks for his generous service. As will be observed, most of the material in the bulletin has been compiled or adapted from Dr. Knight's valuable book, just from the press, *Public School Education in North Carolina*.

Friday, December 22, has been named as North Carolina Day because the last Friday before the beginning of the Christmas holidays has seemed the most convenient and desirable date. It is the duty of every school to observe this day and the legal duty of every superintendent and teacher to see that it is observed. The date, however, may be changed if some other date should be found more convenient and desirable for some counties and some schools.



*State Superintendent of Public Instruction.*

RALEIGH, N. C., October 30, 1916.

## AN APPEAL

BY THE

### Woman's Club of Murphy for Contributions to the Murphey Memorial Fountain

*To the Children of the Public Schools of North Carolina:*

In the year 1777, or thereabout, near the town of Milton, in Caswell County, Judge Archibald D. Murphey was born. He was a lawyer by profession, but he had a comprehensive vision of the needs of the people of his native State and gave much of his life to a study of those needs and to their service. Perhaps his greatest service was the establishment of our Public School System, of which he has been called the father. The town of Murphy, in Cherokee County, was named by the Representatives in the Legislature of a grateful people, in his honor, and the Woman's Club of Murphy is planning to erect a handsome marble fountain in the public square, in his memory.

Mr. Sam Tate and other stockholders of the Georgia Marble Company of Tate, Georgia, have promised the marble; but there will be considerable expense in connection with it, of course, and the club desires to give the children of the public schools of the State, for whom he did so much, an opportunity to have a share in honoring his memory. Accordingly, on North Carolina Day, in all the schools, those desiring may contribute their pennies, nickels, and dimes, which will be duly forwarded to the Bank of Murphy, and the children may rest assured that their help will be gratefully appreciated.

The fountain will cost about \$1,000.

*Forward all contributions to Bank of Murphy, Murphy, N. C.*



## A SUGGESTED PROGRAM OF EXERCISES

---

1. Song, "America"—*By the school.*
2. North Carolina Day, Its Origin and Purpose—*By some pupil.*
3. Declamation, "Public Education Necessary for Good Government"—*By some pupil.*
4. Archibald D. Murphey: A Biographical Sketch—*By some pupil.*
5. The State's Debt to Murphey—*By a member of the School Board.*
6. The Old and the New: School Conditions in Murphey's Time and Now—*By a representative of the Women's Betterment Association.*
7. Declamation, "A Plea for the Poor and the Unfortunate"—*By some pupil.*
8. Declamation, "Public Education the Strength of the People"—*By some pupil.*
9. Questions and Quotations—*To be conducted by the Teacher.* (The teacher can ask questions on the material in this bulletin, similar to those given herein, and the pupils can quote the extracts from the writings of Murphey.)
10. Song, "The Old North State"—*By the School.*

NOTE.—The necessary material for the preparation of these talks or essays will be found in this bulletin.

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.—*Article IX, section 1, of the Constitution of North Carolina.*

A republic is bottomed upon the virtue of her citizens; and that virtue consists in the faithful discharge of moral and social duties and in obedience to the laws. But it is knowledge only that lights up the path of duty, unfolds the reasons of obedience, and points out to man the purposes of his existence. In a government, therefore, which rests upon the public virtue, no efforts should be spared to diffuse public instruction; and the government which makes these efforts finds a pillar of support in the heart of every citizen.—*Archibald D. Murphey to the Legislature of North Carolina in 1816.*

## BIOGRAPHICAL SKETCH OF ARCHIBALD D. MURPHEY

---

Archibald D. Murphey, who is known as "The Father of the Public Schools" of North Carolina, was born in Caswell County, a few miles from Milton, in 1777, the son of a Revolutionary officer. He received his early education under the direction of Rev. Dr. David Caldwell, who was perhaps the most illustrious educator and teacher of the time. Dr. Caldwell had a famous school near Greensboro, known as the "Log College," which served for many years as academy, college, and theological seminary. The school was founded some ten or eleven years before Murphey was born and soon became the most important institution of learning in North Carolina and one of the most influential in the entire South. Many of the students in this school became prominent men. Five of them were governors of States, several were members of Congress, and several became distinguished lawyers, physicians, and preachers. It was in this school that Murphey received his preparation for the State University at Chapel Hill, from which he graduated with highest distinction in 1799. At that time the University was very young, having been opened only five years.

After graduating, Murphey taught for two years in the University, then studied law, and in 1802 began the practice of his profession in Hillsboro. He rose to a position of leadership. He was very skillful in argument and in the examination of witnesses, and it is said that he was an eloquent and powerful speaker. In 1812 he entered the State Senate as a representative of Orange County and remained in that body until 1818. While a member of the Legislature he was a powerful influence. Not only was he influential in lawmaking, but his influence in the agitation of measures for the advancement of the material, intellectual, and moral resources of the State was far-reaching. He advocated many advanced steps which he never lived to see his State take; but they were finally taken, and without his labors between 1812 and 1830 North Carolina would probably have lagged far behind in its development.

In 1818 he became a judge of the Superior Court of the State and continued on the bench for two years. At the end of that time, and after a brief but brilliant career as judge, he retired from active public life, gave up a bright prospect of becoming a Supreme Court judge, and returned to the practice of his profession. His legal practice was large and he was kept very busy during the larger part of his remaining years. A few years before his death ill-health greatly hindered his extensive activities. He died in Hillsboro February 1, 1832, and was buried in the cemetery of that town "a few feet from the door of the Presbyterian Church, and nearly in front of it. No monument marks his resting place."

Murphey was one of North Carolina's most distinguished sons, patriotic and loyal to her, and devoted to everything that looked to her advancement and the uplift of her citizens. He was so much interested in inaugurating a system of public schools for the youth of North Carolina that he is known today as the "Father of the Public Schools" of the State. Of his work in behalf of education more will be said later. The extract following will throw further light on the character of Murphey and his efforts for improvement in his native State.

## A CHARACTER SKETCH OF MURPHEY

(From a sketch by William H. Hoyt in *The Biographical History of North Carolina*, Vol. IV.)

"Murphey was in advance of his age. The time was not ripe for the realization of his large plans, and he never knew the satisfaction of success. To the fulfillment of his design he dedicated his life and fortune, remarkable versatility of talents, and comprehensive genius, of a high order. A generation after Murphey left her legislative halls, when the State had become noted for its wretched transportation facilities and for the greatest illiteracy in the Union, North Carolina recalled his message. At the bar Judge Murphey had no superior among his contemporaries as an adept equity pleader and a master of the art of cross-examination. His manner of speaking was like earnest, emphatic conversation, but when warmly enlisted in the cause of a greatly wronged client he displayed great oratorical powers. In the breadth of his culture and the chaste elegance of his literary style he was unrivaled, and among men in professional and public life he had few superiors as a literary character in the Nation. The nobility of Judge Murphey's character, his simplicity, grace, and dignity of manner, his kindly, benevolent nature, and the sad pathos of his life endeared him to all. Notwithstanding the failure of his plans and the disappointment of his life, his influence became singularly far-reaching, and it has remained for men of another age to properly appreciate his greatness and to render him honor. Murphey was a prophet, it has been well said, and receives the prophet's reward."

---

## MURPHEY'S SERVICES TO NORTH CAROLINA

Murphey was a man of many interests and activities. He was a far-seeing lawmaker, a skillful and successful lawyer, a wise and able judge, a successful teacher, and a brilliant writer and speaker. In all of these activities he was distinguished and attained a rare prominence. He was known not only for his achievements in these fields of activity, and as "Father of the Public School System," but his eagerness to see the transportation facilities of the State improved gave him the title of "Father of Internal Improvements in North Carolina." At this time there were no railroads in the State, the coast had no good harbors, and the rivers were navigable only a short distance into the interior, and commerce naturally suffered as a result of these conditions. Murphey's desire to see a comprehensive history of his State written led him to plan an elaborate work on the political, natural, and civil history of North Carolina. The work would have been very valuable if he could have finished it. Twice he appealed to the Legislature for aid in promoting the work, but that body declined to render him the assistance needed, and he died without ever realizing this great ambition of his life.

The chief features of his internal improvements plan were "to deepen the advantageously located inlets and sounds of the treacherous coast; to render navigable the principal rivers and their tributaries far into the interior for boats of light draft; to join by canals the rivers Roanoke, Tar or Pamlico, and Neuse, and the Neuse with the sea at Beaufort, and to concentrate at one point the commercial product of the country watered by each of them; to join in like manner the Cape Fear, Lumber, Yadkin, and Catawba rivers, and to concentrate their commerce upon the Cape Fear; to connect by turn-pike roads these waterways with the more remote places and also certain

rivers where canals were impracticable; further to drain the swamps in the southern and eastern counties and reclaim them for agricultural purposes." The purpose of this comprehensive plan was to provide cheap and easy transportation for all sections of the State and to build up home markets for its produce. The plan seemed both wise and practicable and attracted attention from the entire country. "But narrow views, sectional prejudices and jealousies, incompetent management, and the pecuniary embarrassment prevalent in the State—a condition largely due to the very evils that were to be remedied—conspired to thwart all attempts. So bold and so vast a scheme seemed visionary to many, and it lacked the united support essential for success." But this service became the means, finally, which opened up for North Carolina a new era in its internal improvements policy, and Murphey is entitled to the credit of awakening the State on this important matter.

---

## MURPHEY'S LABORS IN BEHALF OF PUBLIC EDUCATION

(From Knight's *Public School Education in North Carolina*.)

It is in Murphey's enlightened labors for the cause of education, however, that he is best known, and it is this part of his work which should serve to keep the memory of his name fresh in the minds of North Carolinians. While he was in the Legislature the governors constantly called the attention of that body to the need for schools in the State. In 1816 Governor Miller urged legislative action for education and tried to get some plan adopted by which educational facilities could be afforded to all the youth of the State.

That part of the Governor's message which related to education was referred to a committee of which Murphey was chairman. The result of the committee's work was a report, which Murphey himself wrote, setting forth in convincing manner the democratic theory of popular education. The report pointed out that the education of the youth of North Carolina was then left to chance, and that thousands of children were growing up in ignorance. It was suggested that another legislative committee be appointed to plan a system of education and to submit it to the next session of that body. The committee was appointed, and made its report in November, 1817. It was this report and the educational plan suggested therein which gave Murphey the title of "the Father of Public Schools" in North Carolina.

The report was written by Murphey, and its significance lay in the fact that it marked the dawn of a new educational era for North Carolina, and in the further fact that it became the basis of the school system finally established, in 1839. The committee had studied the best systems of education in this country and in Europe, and embodied the best of the practicable features revealed by the investigation. It outlined a general plan of public instruction which included a literary fund, a State board to manage the fund and to superintend the school system, a State university, academies, and primary schools. The course of study was provided for and was outlined in detail. Provision was also made for the education of the poor and for an asylum for the deaf and dumb. The primary schools were considered of first importance in the plan, and one or more of these was to be established in each township.

The scheme as outlined met the hearty approval of the Legislature, and a bill, based on the report, was prepared for enactment. But the impracticable



features of the plan, of attempting to maintain as well as to educate the children of the poor, and the burdens of the war debt of 1812, were some of the conditions which defeated the scheme. This plan of Murphey's, however, "embraced the profoundest and most comprehensive educational wisdom ever presented for the consideration of a North Carolina Legislature." The friends of the plan were unwilling to eliminate the impracticable features and legislative enactment of the bill proved impossible. Murphey's plan for an educational system failed temporarily, as did his plan for internal improvements; but a generation after he made it, a public school system was organized which was very similar to the plan Murphey drew up in 1817.

This was the work which gave Archibald D. Murphey the title, "the Father of the Public Schools of North Carolina." For this work and his general interest in the youth of the State, North Carolinians everywhere should keep fresh the memory of his name.

---

### EDUCATIONAL CONDITIONS WHEN MURPHEY WAS A BOY

When Murphey was a boy the conditions of education in North Carolina were very poor. There were no public free schools, such as we have in the State today, and there were only a few private schools, and the chief purpose of these few was to prepare boys for the University. Only those boys who were in more or less prosperous circumstances were able to pay the tuition charges at such schools, however, and the result was that many boys were unable to attend. These conditions continued until about 1840, when the first school system of the State was established. It was to improve these conditions and provide educational facilities for all the children of the State that Murphey worked so faithfully when he was in the Legislature.

The following selections are a fairly representative description of educational conditions in the State when Murphey was a schoolboy; a part of them is a description of Murphey's own county:

---

(Taken from the *Autobiography of Dr. Charles Caldwell.*)

So rude and letterless, and so lamentably destitute of the means and opportunities for education was the tract of country in which I was born that, notwithstanding all the exertions my father and a few of his most enterprising neighbors could make, no school for me could be procured until I had completed a portion of my ninth year. And to it I was obliged to walk a distance of more than three miles, along a slight and devious foot- or cowpath, through a deep and tangled forest, infested by wolves, wildcats, snakes, and other animals whose relation to man was the reverse of friendliness. But though I occasionally saw those lawless rovers of the forest, they neither injured nor annoyed me, nor excited in me the least apprehension of danger; or, if I felt a little dread of any of them, it was of rattlesnakes, vipers, and moccasins or yellowheads, too near to some of which I at times incidentally trod with unprotected feet—in plainer and more significant language, barefooted. For, except during the frosts of winter, and I was dressed for some particular purpose, my foot was never encumbered by a shoe; and I need hardly add that when equipped in shoes those appurtenances were, in material and structure, sufficiently homely. . . .



After an early country breakfast, I set out for school, carrying with me, for my dinner, a piece of Indian-corn bread and a bottle of milk fresh from the cow. This was provision made for my body; nor was I forgetful of a like provision for my mind. As tributary to that purpose, I also carried along with me my book or books, and in due time my slate and pencil, which I brought home with me in the evening as my companions and instructors until bedtime, before which period I rarely dismissed them. Under these circumstances I was left free to pursue my own course without being disturbed by requests to take any concern in the business of the household; an indulgence which contributed much to my gratification and not a little to my benefit.

In the course of my first year at school I became decidedly the best speller and reader in the institution, though several of my school-fellows were much older than I was, and had been two and three years under tuition. Yet, when I first entered school a bare knowledge of the alphabet constituted my only attainment in letters. Within the year I also acquired such command of my pen as to write a plain, bold, and ready schoolboy hand (though I have never written an elegant one), and so far mastered figures as to pass with credit and comparative *éclat* through the elementary processes of arithmetic, and to become expert in the solution of questions in the single and double rules of three, as well as in the form of calculation called practice; and in the crude and almost letterless community in which I resided such attainments were regarded as reputable scholarship. . . .

In plain terms, my teacher was an illiterate, coarse, and conceited empty-head, but very little, if at all, superior to the preceding one. I ought rather to pronounce him inferior; his intellect being in no respect better, and his temper much worse. He often severely and vulgarly rebuked boys, and inflicted on them at times corporal punishment, on account of their deficiency in their lessons and tasks, which he had shown himself to be unable effectually to expound to them. . . .

Early in my twelfth year I commenced the study of the ancient languages. Here again I led, in part, the life of a forester. The schoolhouse, to which I daily repaired, was a log cabin (the logs of it unhewn) situated in a densely wooded plain, upward of two miles distant from my father's dwelling. And my Dominie (so every teacher of Greek and Latin was then denominated) was, in some respects, of a piece with the building in which he presided. Though not cast in exactly the same mold, he was as odd and *outré* as Dominie Sampson. Yet was he a creature of great moral worth, being as single-minded, pure, and upright as he was eccentric and unique; and he had an excellent intellect. To me he was extremely kind and attentive, took boundless pains in my instruction, and in no great length of time taught me as much of Latin and Greek, English composition, and the art of speaking (alias declamation) as he knew himself. In "speaking" he taught me, or I acquired myself, much more; for in that accomplishment he was lamentably deficient. Nature had irrevocably forbidden him to be an orator. His lips were so thin and skinny, tight-drawn, yet puckered over a set of long projecting teeth (making his mouth resemble that of a sucker), that he could never utter a full masculine sound. In his base tones he sputtered, and squeaked in his tenor; and the treble chord he could not reach at all. His person resembled a living mummy. It was little else than a framework of bone, tendon, and membrane, covered by a dingy skin, so tensely fitted to it as to prevent wrinkles. His entire figure was unmarked by the swell and rounding of a single muscle. Still, I say, he was clever, in

the highest and strongest meaning of the term. Besides instructing me much better than any other teacher had done, he gave me whole tomes of excellent advice, which was highly serviceable to me in after years, and which even now, in the winter of my life, I remember with a flush of gratitude and pleasure.

---

(From the *Autobiography of Brantley York.*)

Education during my boyhood was at an extremely low ebb, there being but very few schools, and they of a very low grade. The first school I attended I was only about four years old, and went only one day. The school-master (as teachers were then called) was a very large, sour-looking man, and seemed to appreciate very highly the dignity of his position. And the instruments of punishment lay thick around him, in the form of switches and small paddles, called ferrules, and among the switches was a very large and long one kept for the purpose of thrashing the floor in order to frighten the urchins and keep them in awe of his authority. But one was allowed to go out at a time, and in order to prevent the violation of this rule, a little hooked stick suspended to a peg or nail driven in the door-facing must be taken by each one going out. Not infrequently confusion arose among the scholars by a race for the crooked stick; then, to restore order, the long hickory was brought down with great force on the floor, accompanied with a stamp of the foot, and a loud, husky burst of the voice. By this means order for a while was restored. Some time during the day my sister succeeded in getting the stick, and I started to follow her; then came the thrash, the stamp, and the squall, which so frightened me that I knew not what to do—whether to go out or return to my seat—in fact, I knew not what he wanted. That was the first and last day of my going to school to this pedagogue; nor was the effect for years erased from my mind, for every time I saw him (which was frequently) a similar emotion was felt, mixed, however, with hatred for his person.

---

(Adapted from a manuscript in the possession of the compiler. The author is not known, but the selection is a good description of conditions in North Carolina in the early part of the nineteenth century.)

We remember well the place where our own ideas were first taught to shoot—a log cabin, about 18x20, the chinks stopped with wood and daubed with clay. One end was almost wholly taken up in a fireplace, in the jambs of which Noah and his family might have been comfortably accommodated. The chimney was a pen constructed of billets of wood, and open on the side which faced the room, and, though protected from the fire by a thick lining of clay, the destructive element had contrived to elude all obstructions and to open sundry communications with the oxygen without. The other end was adorned with a window, a genuine opening, which made no distinction between the air and light, and which scorned the modern contrivances by which one could be admitted to the exclusion of the other. Midway, on one side, was the door, creaking on wooden hinges, and near it there hung, except when it was in use (and that was not seldom, for, in schoolboy phrase, it was kept hot), a forked stick, which served as a pass to all. . . . No one ever dared to leave the room, when that stick was missing from the peg.

The other side was minus a log; the vacant space being used as a light to the general writing desk of the school, which consisted of a plank extended horizontally the whole length of the room. At a given signal every member of our little establishment was required to take down his copy book, put himself at this desk, and set about the serious operation of chirography. . . . Our benches had the merit of training us to early habits of self-denial and mortification of the flesh; we are sure that, for the first year of our boyhood experience, our feet never rested on the floor when our thighs and legs made any assignable angle; and the only relief we could obtain when the forked stick was missing was to convert our bodies into an inclined plane by propping the small of our back against the edge of the bench.

Our teacher was, in many respects, a good-natured man; but even Job's patience would not have been proof against the trials he endured in the grievous misprints of text-books. By some odd fatality, every hard sum in Daboll's Arithmetic had the answer wrong; and we shall never forget the earnestness with which the good old man, after having tugged for hours over a tough question which had stumped our feebler capacities, would expatiate upon the blunders of Daboll's Arithmetic and the merits of Pike's Arithmetic, the book which he had studied, and which he recommended to us as the very pink of perfection in figures. Misfortunes, however, never come singly. A copy of Pike was at length procured; we prized it as a treasure, and bore it in triumph to our venerable teacher. His eyes glistened with delight. It looked now as if the course of arithmetic would run smooth. But to our consternation and amazement we found that we were still the sport of mischievous printers, and that every hard sum, even in Pike, had the wrong answer!

One exercise of the school was at least a hearty one—the closing labor of the school. At a given hour the teacher would call out "spellings," and every urchin flew like lightning to his dictionary. The scene that ensued beggars all description; it was not exactly like the roar of many waters, or the sound of mighty thunderings, but there was a noise—and such a noise as threw Bedlam into the shade. And what a glorious time it was when, at the close of the lesson, there was a general rush, first for hats, caps, and bonnets, buckets, baskets, and bottles, and then for the door!

---

## EDUCATION NECESSARY FOR GOOD GOVERNMENT

(This may be used as a declamation.)

A republic is bottomed upon the virtue of her citizens; and that virtue consists in the faithful discharge of moral and social duties and in obedience to the laws. But it is knowledge only that lights up the path of duty, unfolds the reasons of obedience, and points out to man the purposes of his existence. In a government, therefore, which rests upon the public virtue no efforts should be spared to diffuse public instruction; and the government which makes those efforts finds a pillar of support in the heart of every citizen. It is true that knowledge and virtue do not always go hand in hand; that shining talents are sometimes united with a corrupt heart; but such cases only form exceptions to a general rule. In all ages and in all countries the great body of the people have been found to be virtuous in the degree in which they have been enlightened. There is a gentleness in

wisdom which softens the angry passions of the soul and gives exercise to its generous sensibilities; and there is a contentment which brings to our aid humility in times of prosperity, fortitude in the hour of adversity, and resignation in affliction. True wisdom teaches men to be good rather than great, and a wise providence has ordered that its influence should be most felt where it is most needed, among the great body of the people, who, constituting the strength of the State, have no other ambition than to see their country prosper and their wives and children and friends happy. To the several classes who compose this great body the attention of the Government should be particularly directed; to teach to them their duties and enable them to understand their rights. The frightful examples of a few individuals who are led astray by the temptations of vice or the seductions of pleasure will not deter the State from doing its duty. She will extend her maternal care to all her children; she will endeavor to reclaim the vicious, to strengthen the wavering, to reward those who do well, and afford to all the opportunities of learning their duties and their rights.—*Archibald D. Murphey to the Legislature in 1816.*

---

## PUBLIC EDUCATION THE STRENGTH OF A PEOPLE

(This may be used as a declamation.)

We have much reason to thank Providence for the arrival of a period when our country, enjoying peace with foreign nations and free from domestic inquietude, turns her attention to improving her physical resources and the moral and intellectual condition of her citizens. The war of party spirit, which for twenty years has disturbed her tranquillity and perverted her ambition, has terminated; and political strife has yielded its place to an honorable zeal for the public welfare. Enlightened statesmen will avail themselves of this auspicious period to place the fortunes of the State upon a basis not to be shaken; to found and to cherish institutions which shall guarantee to the people the permanence of their government and enable them to appreciate its excellence. The Legislature of North Carolina, giving to their ambition an honorable direction, have resolved to improve this period for the best interests of the State; to adopt and carry into effect liberal plans of internal improvements; to give encouragement to literature, and to diffuse the lights of knowledge among all classes of the community. Let us foster the spirit which has gone abroad; it will lead to the happiest results. If we ourselves should not live to witness them, we shall at least have the satisfaction of having contributed to produce them, and of seeing our children receive from our hands a country growing rich in physical resources and advancing in moral and intellectual excellence. This is the true way of giving strength and permanence to the Government; of giving to it root in the hearts of the people and nurturing it with their affections. What people will not love a Government whose constant solicitude is for their happiness, and whose ambition is to elevate their character in the scale of intelligent beings? Having commenced this great work of Humanity, let us persevere in it with a patience that shall not tire and with a zeal that shall not abate; praying to the Father of all good that He will enlighten and direct our course, and finally crown our labors with success.—*Archibald D. Murphey to the Legislature of North Carolina in 1817.*



## A PLEA FOR THE POOR AND UNFORTUNATE

(This may be used as a declamation.)

One of the strongest reasons which we can have for establishing a general plan of public instruction is the condition of the poor children of our country. Such has always been and probably always will be the allotment of human life, that the poor will form a large portion of every community; and it is the duty of those who manage the affairs of a State to extend relief to this unfortunate part of our species in every way in their power.

Providence, in the impartial distribution of its favors, whilst it has denied to the poor many of the comforts of life, has generally bestowed upon them the blessing of intelligent children. Poverty is the school of genius; it is a school in which the active powers of man are developed and disciplined, and in which that moral courage is acquired which enables him to toil with difficulties, privations, and want. From this school generally come forth those men who act the principal parts upon the theater of life; men who impress a character upon the age in which forms grow up in it. The State should take this school under her special care, and, nurturing the genius which there grows in rich luxuriance, give to it an honorable and profitable direction. Poor children are the peculiar property of the State, and by proper cultivation they will constitute a fund of intellectual and moral worth which will greatly subserve the public interest. . . .

If there be any of our species who are entitled to the consideration of the Government, it is surely the deaf and dumb. Since the method of instructing them in science and language has been discovered, numerous asylums in different countries have been established for their instruction. While we are engaged in making provisions for others, humanity demands that we make a suitable provision for them. Your committee do therefore recommend that as soon as the state of the fund for public instruction will admit, the board who have charge of that fund be directed to establish at some suitable place in the State an asylum for the instruction of the deaf and dumb.—*Archibald D. Murphey to the Legislature of North Carolina in 1817.*



## EXTRACTS FROM MURPHEY'S WRITINGS

(To be memorized by the pupils.)

True wisdom teaches men to be good rather than great.

It is knowledge only that lights up the path of duty, unfolds the reasons of obedience, and points out to man the purposes of his existence.

In all ages and in all countries the great body of the people have been found to be virtuous in the degree in which they have been enlightened.

A republic is bottomed upon the virtue of her citizens; and that virtue consists in the faithful discharge of moral and social duties and in obedience to the laws.

The State will extend her maternal care to all her children; she will endeavor to reclaim the vicious, to strengthen the wavering, to reward those who do well, and afford to all the opportunities of learning their duties and their rights.

There is a gentleness in wisdom which softens the angry passions of the soul and gives exercise to its generous sensibilities; and there is a contentment which brings to our aid humility in times of prosperity, fortitude in the hour of adversity, and resignation in affliction.

One of the greatest blessings which the State can confer upon her children is to instill into their minds at an early period moral and religious truths. Depraved must be the heart that does not feel their influence throughout life.

What people will not love a government whose constant solicitude is for their happiness, and whose ambition is to elevate their character in the scale of intelligent beings?

Having commenced this great work of humanity, let us persevere in it with a patience that shall not tire and with a zeal that shall not abate, praying to the Father of all good that He will enlighten and direct our course, and finally crown our labors with success.

In a government which rests upon the public virtue no efforts should be spared to diffuse public instruction; and the government which makes these efforts finds a pillar of support in the heart of every citizen.

As the political power and social happiness of a State depend upon the obedience of its citizens, it becomes an object of the first importance to teach youth to reverence the law, and cherish habits of implicit obedience to its authority.

In a republic the first duty of a citizen is obedience to the law. We acknowledge no sovereign but the law, and from infancy to manhood our children should be taught to bow with reverence to its majesty.

## SOME QUESTIONS FOR STUDY

---

1. Give the principal facts in the life of Archibald D. Murphey, noting his early education, his life at the University, his career as a lawyer and judge, his work as a member of the State Legislature, and his labors for North Carolina.

2. In what county was Murphey born? In what part of the State is that county? Locate it on the map. In what town did he spend most of his active life? Locate that town on the map. In what county is it? What else do you know of that town?

3. What did Murphey do for education in North Carolina? Why did he urge the creation of a public school system for the State? What were his arguments in favor of schools? What plan did he advocate for a school system? Why did his plan fail? If his plan failed, why is he called the "Father of the Public Schools of North Carolina"?

4. Why was Murphey interested in internal improvements? What was his internal improvements plan? Locate on the map the rivers which he wished to see improved so as to make them navigable further into the interior. What would have been the advantage to the State if these improvements could have been made according to Murphey's plan at that time? When were these improvements finally made? What has been the result?

5. What was the condition of education in North Carolina when Murphey was a boy? Describe a schoolhouse of that time. Describe the schoolmasters of the period. Have you ever seen a schoolhouse like the one described in this bulletin? If so, where?

6. What educational improvements have been made in your county in recent years? What still needs to be done?

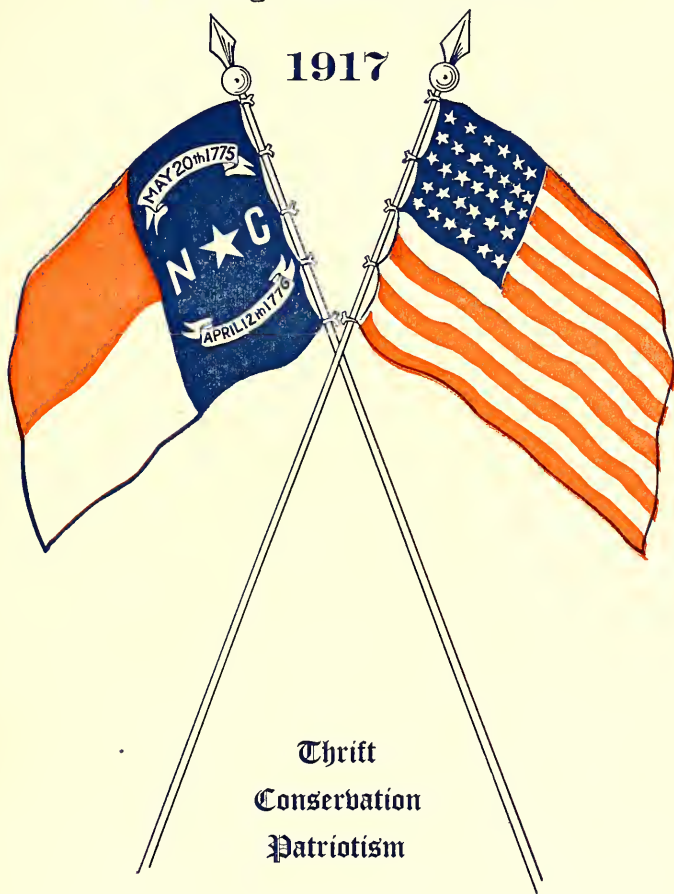
7. Quote what the Constitution of your State says about education. Quote any extracts from Murphey's writings.

Program

# North Carolina Day

Friday, December 14

1917



Thrift  
Conservation  
Patriotism

Make

Save

Serve

## CONTENTS

Preface.

Star-Spangled Banner.

The Meaning of War. *Woodrow Wilson.*

### PROGRAM.

Song—America.

Invocation.

Greetings from State Superintendent. (To be read by teacher.)

Pageant—Liberty and Her Allies.

Responsive Reading—Why we are at War. *Connor.*

Teacher and Pupils.

Song—Old North State.

Reading—Thrift Proclamation of Governor Bickett.

Reading—Conservation and Thrift. *Page.*

Song—Red, White and Blue.

Reading—What North Carolina is Doing. *Hill.*

Declamation—Why we are at War with Germany. *Lane.*

Recitation—Old Flag Forever. *Stanton.*

Declamation—Our Country Accepts the Challenge. *Daniels.*

Reading—Makers of the Flag. *Lane.*

Song—Battle Hymn of the Republic. *Howe.*

*Benediction.*

PROGRAM

FOR

NORTH CAROLINA DAY

FRIDAY, DECEMBER FOURTEENTH

1917

THRIFT  
CONSERVATION  
PATRIOTISM

MAKE

SAVE

SERVE

---

ISSUED FROM  
OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.



## PREFACE

There has never been a time in the history of our State that called for greater loyalty to our country in act and word, from every man, woman and child in North Carolina. Our lives, our liberties, our sacred honor, and our all are involved in the issues of this world-wide war and dependent upon the winning of the victory by our country and her allies. Therefore, I have deemed it proper and profitable that "North Carolina Day" should be utilized this year for the dissemination of information among the children and their parents in every school district about the war, the issues involved in it, the position of our country and our State in it and the reasons therefor, and about the State and national organizations and plans for helping to win it.

It is the patriotic duty of every teacher to use every effort to secure the largest possible attendance of children and adults at every school-house on North Carolina Day, to have the program carefully prepared and well presented and to make the day a splendid patriotic rally for increasing the loyalty, zeal, and enthusiasm of all and for enlisting their active coöperation in the movements, State and national, explained in this pamphlet, for helping to win the war.

Let every teacher begin at once to prepare the program. Assign the parts with wise discretion and drill the children in their parts. Advertise the meeting thoroughly through the children. Enlist the active coöperation of the school committee and the patriotic women of the community in preparations for the day. Have your school-room decorated in national colors, using freely United States flags, and, if possible, the flags of our allies. If these flags cannot be conveniently purchased at small cost, they can be made with the aid of the girls of the school and the women of the community, in accordance with the directions of the flag chart in this pamphlet.

File and preserve for future use these pamphlets. Drill the children of the entire school in the responsive readings and use the contents of this entire pamphlet for special study by your classes in history and your advanced reading classes.

Grateful acknowledgment is made to Dr. D. H. Hill, Chairman of the State Council of Defense; Mr. Henry A. Page, State Food Administrator, and Mr. R. D. W. Connor, Secretary of the North Carolina Historical Commission, for their valuable contributions to this pamphlet.

J. Y. JOYNER,  
*State Superintendent of Public Instruction.*

---

### AN ACT TO PROVIDE FOR THE CELEBRATION OF NORTH CAROLINA DAY IN THE PUBLIC SCHOOLS.

*The General Assembly of North Carolina do enact:* SECTION 1. That the 12th day of October in each and every year, to be called "North Carolina Day," may be devoted, by appropriate exercises in the public schools of the State, to the consideration of some topic or topics of our State history, to be selected by the Superintendent of Public Instruction: *Provided*, that if the said day shall fall on Saturday or Sunday, then the celebration shall occur on the Monday next following; *Provided further*, that if the said day shall fall at a time when any such schools may not be in session, the celebration may be held within one month from the beginning of the term, unless the Superintendent of Public Instruction shall designate some other time.—*Chapter 164, Laws 1901.*

## THE STAR-SPANGLED BANNER

O say, can you see, by the dawn's early light,

What so proudly we hailed at the twilight's last gleaming—  
Whose broad stripes and bright stars, thru the perilous fight,

O'er the ramparts we watched were so gallantly streaming:  
And the rocket's red glare, the bombs bursting in air,  
Gave proof thru the night that our flag was still there;  
O say, does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

### 2.

On that shore dimly seen thru the mist of the deep,

Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,

As it fitfully blows, now conceals, now discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines on the stream;  
'Tis the star-spangled banner; O long may it wave  
O'er the land of the free and the home of the brave!

\* \* \* \* \*

### 4.

O thus be it ever, when freemen shall stand

Between their loved homes and the war's desolation!  
Blest with victory and peace, may the heav'n-rescued land

Praise the power that hath made and preserved us a nation.  
Then conquer we must, when our cause it is just,  
And this be our motto, "In God is our trust":  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave.

—*Francis Scott Key.*

## THE MEANING OF THE FLAG

*Friends and Fellow Citizens:*—I know of nothing more difficult than to render an adequate tribute to the emblem of our nation. For those of us who have shared that nation's life and felt the beat of its pulse, it must be considered a matter of impossibility to express the great things which that emblem embodies. I venture to say that a great many things are said about the flag which very few people stop to analyze. For me the flag does not express a mere body of vague sentiment. The flag of the United States has not been created by rhetorical sentences in declarations of independence and in bills of rights. It has been created by the experience of a great people, and nothing is written upon it that has not been written by their life. It is the embodiment, not of a sentiment, but of a history, and no man can rightly serve under that flag who has not caught some of the meaning of that history.

Experience, ladies and gentlemen, is made by men and women. National experience is the product of those who do the living under that flag. It is their living that has created its significance. You do not create the meaning of a national life by any literary exposition of it, but by the actual daily endeavors of a great people to do the tasks of the day and live up to the ideals of honesty and righteousness and just conduct. And as we think of these things, our tribute is to those men who have created this experience. Many of them are known by name to all the world—statesmen, soldiers, merchants, masters of industry, men of letters and of thought who have coined our hearts into action or into words. Of these men we feel that they have shown us the way. They have not been afraid to go before. They have known that they were speaking the thoughts of a great people when they led that great people along the paths of achievement. There was not a single swashbuckler among them. They were men of sober, quiet thought, the more effective because there was no bluster in it. They were men who thought along the lines of duty, not along the lines of self-aggrandizement. They were men, in short, who thought of the people whom they served and not of themselves.

But while we think of these men and do honor to them as to those who have shown us the way, let us not forget that the real experience and life of a nation lies with the great multitude of unknown men. It lies with those men whose names are never in the headlines of newspapers, those men who know the heat and pain and desperate loss of hope that sometimes comes in the great struggle of daily life; not the men who stand on the side and comment; not the men who merely try to interpret the great struggle, but the men who are engaged in the struggle. They constitute the body of the nation. This flag is the essence of their daily endeavors. This flag does not express any more than what they are, and what they desire to be.

As I think of the life of this great nation it seems to me that we sometimes look to the wrong places for its sources. We look to the noisy places, where men are talking in the market-place; we look to where men are expressing their individual opinions; we look to where partisans are expressing passions, instead of trying to attune our ears to that voiceless mass of men who merely go about their daily tasks, try to be honorable, try to serve the people they love, try to live worthy of the great communities to which they belong. These are the breath of the nation's nostrils; these are the sinews of its might.

How can any man presume to interpret the emblem of the United States, the emblem of what we would fain be among the family of nations, and find it incumbent upon us to be in the daily round of routine duty? This is Flag Day, but that only means that it is a day when we are to recall the things which we should do every day of our lives. There are no days of special patriotism. There are no days on which we should be more patriotic than on other days. We celebrate the fourth of July merely because the great enterprise of Liberty was started on the fourth of July in America, but the great enterprise of Liberty was not begun in America. It is illustrated by the blood of thousands of martyrs who lived and died before the great experiment on this side of the water. The fourth of July merely marks the day when we consecrated ourselves as a Nation to this high thing which we pretend to serve. The benefit of a day like this is merely in turning away from the things that distract us, turning away from the things that touch us personally and absorb our interest in the hours of daily work. We remind ourselves of those things that are greater than we are, of those principles by which we believe our hearts to be elevated, of the more difficult things that we must undertake in these days of perplexity when a man's judgment is safest only when it follows the line of principle.

I am solemnized in the presence of such a day. I would not undertake to speak your thoughts. You must interpret them for me. But I do feel that back, not only of every public official, but of every man and woman of the United States, there marches that great host which has brought us to the present day; the host that has never forgotten the vision which it saw at the birth of the nation; the host which always responds to the dictates of humanity and of liberty; the host that will always constitute the strength and the great body of friends of every man who does his duty to the United States.

I am sorry that you do not wear a little flag of the Union every day instead of some days. I can only ask you, if you lose the physical emblem, to be sure that you wear it in your heart, and the heart of America shall interpret the heart of the world.

WOODROW WILSON.

## PROGRAM

---

I. SONG (*To be sung by whole audience, the school chorus leading.*)

### AMERICA.

REV. DR. S. F. SMITH.

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the Pilgrims' pride,  
From every mountain side  
Let freedom ring.

My native country, thee,  
Land of the noble free,  
Thy name I love;  
I love thy rocks and rills,  
Thy woods and templed hills;  
My heart with rapture thrills,  
Like that above.

Let music swell the breeze,  
And ring from all the trees  
Sweet freedom's song;  
Let mortal tongues awake,  
Let all that breathe partake,  
Let rocks their silence break,  
The sound prolong.

Our fathers' God, to Thee,  
Author of liberty,  
To Thee we sing;  
Long may our land be bright  
With freedom's holy light;  
Protect us by Thy might,  
Great God, our King!

---

### AN INVOCATION.

That little children may in safety ride  
The strong, clean waters of Thy splendid seas;  
That Anti-Christ be no more glorified,  
Nor mock Thy justice with his blasphemies,  
We come—but not with threats or braggart boasts.  
Hear us, Lord God of Hosts!



That Liberty be not betrayed and sold,  
 And that her sons prove worthy of the breed ;  
 That Freedom's flag may shelter as of old,  
 Nor decorate the shrines of Gold and Greed,  
 We come ; and on our consecrated sword  
 We ask Thy blessing, Lord.

That honor be among those priceless things  
 Without which life shall seem of little worth ;  
 That covenants be not the sport of kings ;  
 That freedom shall not perish from the earth,  
 We come ; across a scarred and bloodstained sod,  
 Lead us, Almighty God !

—Beatrice Barry.

### LEST WE FORGET.

In this time of war, it is of transcendent importance to take proper precautions against the starvation of the bodies of ourselves and of our allies by increasing the production of food and conserving food supplies, but let us not forget that it is of equal importance to take proper precautions also against the starvation of the minds and souls of our children by the preservation and the conservation of the means of education. Let us not forget that the preservation and the perpetuation of the freedom and the civilization that we shall save by victory, that the rapid repair of the waste and wreck and ruin of war, that preparation for the new duties of the finer civilization that shall follow, demand the proper education of the present generation of children.

While we are waging a patriotic crusade for food conservation, let us not forget also to wage a patriotic crusade for the conservation of the means of education. Let us not forget that the children of the present generation are the seed corn of future civilization. In spite of the direst needs of war, therefore, let us see to it that this seed corn be not ground up in its horrible mill, that our schools and colleges, the means for its preservation and cultivation, be not destroyed nor diminished. Let us not forget the lesson of the war between the states. The one most tragic loss of that war to this State, which has not been repaired in two generations, which can never be wholly repaired, was the loss of a whole generation of education through the destruction of its schools and colleges.

Let not that tragedy be repeated. When this war closes, the need for trained leaders and citizens will be greater than before. The danger of the terrible toll that war may take in killed and wounded from this generation of men increases the duty and the necessity of educating and training this generation of children and of supporting and strengthening the means therefor. Let it cost what it may, the school and college must be kept open that the youth of this generation may be properly educated and trained for the increased burdens and duties of the future.

J. Y. JOYNER,

*State Superintendent of Public Instruction.*

## LIBERTY AND HER ALLIES.

*(Let each country be represented by a girl dressed in white wearing a regalia on which is the name of the country she represents. Flags may be made by studying flag plate and color legend in this pamphlet.)*

- (a) *Liberty takes her place at center of stage, facing the audience. (Liberty should be a tall girl, wearing a white robe and a crown, bearing aloft with both hands a large flag of the United States.)*
- (b) *School stands and salutes flag.*

*Position for Salute: Stand, facing the flag. With the right arm at an angle of 45 degrees and the hand straight out, touch the forehead. At the word "flag," the arm is outstretched and with the palm upward, points to the flag. Remain in this position until the salute is over, then drop the arm by the side.*

*Salute (To be repeated by school in concert) :*

*"I pledge allegiance to my flag, and to the republic for which it stands;  
one nation indivisible, with liberty and justice for all."*

- (c) *School gives in concert, "Your Flag and My Flag." (See page 382 of the Free and Treadwell Fifth Reader.)*

## YOUR FLAG AND MY FLAG.

Your flag and my flag,  
And how it flies today  
In your land and my land  
And half a world away!  
Rose-red and blood-red  
The stripes forever gleam;  
Snow-white and soul-white—  
The good forefathers' dream;  
Sky-blue and true-blue, with stars to gleam aright—  
The glorified guidon of the day; a shelter through the night.

Your flag and my flag!  
And, oh, how much it holds—  
Your land and my land—  
Secure within its folds!  
Your heart and my heart  
Beat quicker at the sight;  
Sun-kissed and wind-tossed—  
Red and blue and white.  
The one flag—the great flag—the flag for me and you—  
Glorified all else beside—the red and white and blue!  
—Wilbur D. Nesbit.

## Position for Tableaux of "Liberty and Her Allies":

*Serbia**Montenegro**Portugal**Italy**Russia**Japan**France**Liberty**England**Guatemala**Cuba**Belgium**Roumania*

(d) *Belgium enters and takes her position, speaking to Liberty: (To be represented by a small girl, dressed in white, carrying Belgium's flag. Cuba should also be represented by a small girl.)*

*Belgium to Liberty:*

"We stood on Belgium's tortured soil,  
 War-scarred it was—blood red,  
 While hunger stalked the smitten land  
 And widows mourned the dead.  
 And there was nowhere sign of hope,  
 And nowhere help was nigh,  
 Save in that spot where flew your flag,  
 The Stars and Stripes on high."

*Liberty to Belgium:*

"O little nation, valorous and free,  
 Thou shalt o'erlive the terror and the pain,  
 And rise from out thy charnel house, to be  
 Thine own immortal, radiant self again."

*Enter England, bearing her flag.*

*England to Liberty:*

"Who say we cherish far-off feud,  
 Still nurse the ancient grudges?  
 Our ways are one, and one our aim,  
 And one will be our story,  
 Who fight for Freedom, not for fame,  
 For Duty, not for glory."

*Liberty to England:*

"Because we are kindred souls and free—  
 We stretch you a brother's hand!  
 And who shall face us, together,  
 Nor bend to our high command?"

*Enter France, bearing her flag.*

*France to Liberty:*

"Take up our quarrel with the foe! To you from faithful hands  
 we throw the torch. Be yours to hold it high and with us light  
 the world to Freedom!"

*Liberty to France:*

"Rejoice that, deaf to every lure,  
 At last we gladly stand  
 With those who make the Right secure,  
 Comrades in heart and hand,  
 Like them, Crusaders, sworn to save the greater Holy Land!"

*All others representing allies enter, each bearing her flag and taking her position as described above.*

*Allies to Liberty:*

"Shall hateful tyrants, mischiefs breeding,  
With hireling hosts, a ruffian band,  
Affright and desolate the land,  
While peace and liberty lie bleeding?"

*Liberty to Allies:*

"Thrones shall crumble, kings shall perish,  
Howsoe'er their legions strive,  
But the liberties men cherish,  
They shall triumph and survive."

*All together:*

"And we trace the message plain  
Which the Hand of God hath lined—  
Never for lust of power or gain  
Be our splendid strength combined;  
Only for right, for law and light, and the Soul that guides man-  
kind.

"Oh, song on the wind that sweeps  
The wild northeastern sea,  
Sound once more o'er the vibrant deeps  
For a truth that yet shall be—  
For the day when we all stand as one, guarding a world set free!"

(We would suggest that Liberty and her Allies be seated on the stage during remainder of the program.)

## WHY WE ARE AT WAR.

(Responsive Reading.)

Prepared by R. D. W. CONNOR, Secretary North Carolina  
Historical Commission.

(It is suggested that these questions and answers be used as the basis for history lessons for several days preceding and following North Carolina Day.)

### 1. *What caused the great World War?*

Many things, some of which it would take a long time to explain, helped to bring on this war, but perhaps the most important was the spirit of "militarism" which exists in certain countries in Europe, especially in Germany.

### 2. *What is meant by "militarism?"*

By "militarism" we mean the subjection of the people of a country to the rule of a class of military men, who have greater rights, powers, and privileges than other citizens; who control a great army; who rule by force of arms and not by the votes of the people; who believe that "might makes right" and that small nations have no rights which strong nations should respect; who, therefore, are always ready to use their military power whenever it pleases them to conquer and crush out the liberties of weaker peoples. The spirit of "militarism" is the spirit of pride, ambition, cruelty, and tyranny.

### 3. *How did this system of "militarism" grow up in Europe?*

It started in the envy and jealousy which the various princes, kings, and emperors of Europe felt for each other. The greatest military nation is Germany. Many years ago Germany adopted universal military training, which means that all able-bodied men in Germany must serve in the German army. Army officers are the real rulers of Germany. They despise all those who are not soldiers and are harsh, cruel, and tyrannical in their conduct toward them. All their thoughts are devoted to military matters; to the manufacture of arms and ammunitions; to the building of fortifications for the defense of Germany; to the making of plans for attacking other countries; to creating for Germany the most powerful army in the world. This army is under the absolute command of the Emperor, a ruler who is ambitious for military glory, who wants to be known in history as a great conqueror, who long ago decided to take the first favorable opportunity to conquer the territory of his neighbors. His great military preparations compelled the other countries of Europe to keep up great armies for their protection against him. One European country, England, had no great army, but depended for protection upon her navy. The German Emperor, therefore, built a great navy, so when war came he could meet England on the sea. The expense of all these military and naval preparations was so great that England, France, and other countries tried to get the nations to agree to reduce the size of their armies and navies; but the German Emperor refused. We now know that he and his military leaders were all the time making secret plans for the conquest of Europe, so that they would become the rulers of the world; and that they were only waiting for some event that would be a good excuse for them to declare war.

### 4. *What event gave the German Emperor his excuse for declaring war?*

The murder on June 28, 1914, of an Austrian prince, the heir to the Austrian throne.

### 5. *Explain how this event brought on the war.*

Some years ago Austria seized certain territory inhabited chiefly by Servians. These people did not want to be under the rule of Austria, but of Serbia, a little kingdom just south of Austria. So they were constantly making plots to cast off the rule of Austria. It was while he was visiting this region that the Austrian prince was murdered. Austria claimed that this murder had been planned in Serbia with the consent of the Servian Government. So Austria made certain demands upon Serbia and threatened to declare war unless Serbia agreed to them in forty-eight hours. But these demands were so harsh that Serbia could not agree to them without surrendering her independence, and as the Servians are the same race of people as the Russians, Russia declared that she would protect Serbia. The German Emperor, who was the ally of the Austrian Emperor, backed up Austria. England tried to get all these nations to settle their dispute peaceably, but the emperors of Germany and Austria both wanted war and refused to listen to England's peace plans. So the German Emperor declared war on Russia; and France, who was Russia's ally, came to Russia's aid.

### 6. *Why did the German Emperor back up Austria in her demands on Serbia, and why did France come to the aid of Russia?*

Because Germany and Austria were both members of what was known as the "Triple Alliance," and Russia and France were both members of the "Triple Entente."



7. *What is meant by the "Triple Alliance" and the "Triple Entente?"*

The world had long been fearing that German "militarism" would bring on a great war. So the various nations of Europe looked around to see what other nations they could depend upon as friends if war should come. In this way the six great European nations—Germany, Austria-Hungary, Italy, France, Russia, and England—fell apart into two groups of three each. Germany, Austria-Hungary, and Italy agreed that they would stand together if either of them should be attacked by another great nation; their agreement was called the "Triple Alliance." As a protection against these three, England, France, and Russia came to a like agreement, which was called the "Triple Entente"—(the word *entente* being a French word meaning agreement).

8. *Why, then, is Italy fighting against Germany and Austria-Hungary in the Great War?*

Because Italy declared that her agreement was to help Germany and Austria-Hungary only in case they were attacked by some other nation; but as they themselves brought on this war by attacking Serbia, Russia, and France, she would not help them. Italy finally decided to join the "Triple Entente"; so the nations that are now fighting Germany and Austria-Hungary are called simply "the Allies"; and Germany and her allies are called the "Central Powers" because they are countries in the central part of Europe.

9. *What other countries have joined in the war since it began?*

Bulgaria and Turkey have joined the Central Powers, while Belgium, England, Roumania, Japan, China, Brazil, the United States, and many smaller countries are fighting with the Allies.

10. *Why did England go to war with Germany?*

England declared war against Germany because Germany violated the neutrality of Belgium.

11. *What is meant by the "neutrality of Belgium"? And why should England go to war on Belgium's account?*

Though Belgium is a small country, it occupies a very important place in Europe. It lies between Germany and France, and is separated from England only by a narrow arm of the North Sea. It would be a serious danger to any of those countries if Belgium should fall into the power of either of the others. Belgium, therefore, was such a tempting morsel that there was always danger that some great nation would try to conquer her and thus cause a great war. Therefore, the great nations of Europe entered into a treaty agreeing that in case of a war between any of them, they would not force Belgium to choose one side or the other, nor would they make use of Belgium's territory to attack each other. In other words, these nations pledged their honor to see to it that in a great war between them, Belgium should remain neutral. Germany, England, France, Russia, and other great nations signed this treaty. But when Germany declared war on France in 1914, she immediately broke this treaty and sent her armies across Belgium to attack France at an unexpected point. That is, Germany "violated the neutrality of Belgium," and England, as she was bound in honor to do, at once declared war on Germany, and hastened to send an army for the protection of Belgium.

12. *Describe the German Emperor's methods of carrying on war.*

On land, especially in Belgium and France, the German Emperor adopted a kind of warfare which he called "frightfulness." His plan was to make the war so cruel and frightful that his enemies would be terrorized into sub-

mitting to his power. He not only fought the armies of his enemies, but he burned their towns and cities; shot down hundreds of unarmed men; murdered defenceless women; tortured and killed children and little babies; dropped bombs on cities destroying hospitals, schools, and churches, and killing innocent people; and dragged thousands of men and women away from their homes to work as slaves for their conquerors. On the sea he adopted what is called "ruthless submarine" warfare.

13. *What is meant by "ruthless submarine warfare"?*

"Ruthless warfare" is warfare carried on without regard to the rights of anybody and without mercy. The submarine, as you know, is a war vessel that can sink beneath the surface of the water of its own accord, and thus attack other vessels without being seen. The German Emperor has a large number of submarines, so he declared that he would use them to destroy all ships, whether belonging to his enemies or not, which attempted to sail to or from England or France, regardless of whether or not those on board could be saved.

14. *Has he actually carried out this plan?*

Yes; his submarines have sunk more than a thousand vessels of nations at peace with him, and have taken the lives of hundreds of peaceful people. "Vessels of every kind," says President Wilson, "whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of mercy for those on board. Even hospital ships . . . have been sunk with the same reckless lack of compassion or principle."

15. *Have any American ships been unlawfully sunk by German submarines?*

Yes, eighteen. These vessels were unarmed; they were going on peaceful errands; they were going where they had a right to go; and they were engaged in trade which they had a right to engage in; yet they were deliberately destroyed at a time when we were still at peace with Germany and while the German Emperor was still pretending to be our friend.

16. *Were the lives of any American citizens lost by this "ruthless submarine warfare"?*

Yes, two hundred and twenty-six. One of them was an American consul from North Carolina who was on his way to take up his official duties. Many of these Americans, so cruelly murdered at sea, were women and little babies, for in carrying out his "ruthless submarine warfare," the German Emperor has shown no mercy to any one. When he sunk the *Lusitania*, he murdered 114 American men, women and little children and then gave the school children in Berlin a holiday in celebration of this awful crime.

17. *Did the German Emperor have any right to order our ships off the high seas?*

No. The high seas belong to all the nations of the earth and are free to all just as the public roads of a country are free to all. If two neighbors, living along the public road, were to get into a fight, and one of them declare that he would shoot anybody that tried to pass along the road, the other people of the community would not submit to it. They would compel such a man to obey the law and keep the public road, which belongs to all, open for the use of all. So it is with the sea. It is the right of all nations to use the seas, and it is the duty of all nations to see to it that the seas are kept open and safe for all lawful purposes.

18. *Was it then the duty of the United States to protect the lives and property of her citizens on the high seas?*

Certainly, the protection of the lives and property of its people is chiefly what Government exists for. That is why we have a navy. The navy is the police force of the sea, and its business is to see that American citizens on their lawful errands are protected from robbers and murderers. President Wilson more than once warned the German Emperor against doing any injury to Americans; and the Emperor solemnly pledged his word that he would respect our rights.

19. *Did he keep this pledge?*

Only so long as it suited him to do so. On January 31, 1917, he announced that he would keep it no longer, but would sink without warning the ships of all nations that sailed in certain regions; and during the next two months he sunk eight American vessels and murdered forty-eight American citizens.

20. *What did President Wilson say about this "ruthless submarine" warfare?*

He declared before Congress that "It is a war against all nations. American ships have been sunk, American lives taken, . . . [and] the ships and people of other neutral and friendly nations have been sunk . . . in the same way. The challenge is to all mankind. Each nation must decide for itself how it will meet it. . . . We will not choose the path of submission and suffer the most sacred rights of our nation and our people to be ignored or violated. . . . I advise that the Congress declare the recent course of the Imperial German Government to be in fact nothing less than war against the Government and people of the United States."

21. *Did President Wilson declare war on Germany?*

No, the President of the United States has no power to declare war; only Congress, *which represents the people*, can declare when the United States shall go to war. Congress declared war against Germany on April 6, 1917.

22. *What reasons did Congress give for declaring the United States at war?*

Congress declared that the "Imperial German Government had committed repeated acts of war against the Government and people of the United States," and, therefore, that we were compelled to defend ourselves.

23. *Why did Congress say that the "Imperial German Government" had waged war against the United States?*

Because in Germany neither the people nor their representatives have the right to declare war; only the Emperor has that power. He can declare war when he pleases, how he pleases, for any reason he pleases, without consulting anybody. In this war, the German Emperor declared war and ordered his army to attack other countries without consulting the wishes of the German people. By "Imperial German Government," therefore, Congress means the German Emperor and those who help him in the government of Germany.

24. *What "acts of war" committed by the German Emperor did Congress refer to?*

As one of the members of Congress said:

"He has set the torch of the incendiary to our factories, our workshops, our ships, and our wharves.

"He has laid the bomb of the assassin in our munition plants and the holds of our ships.

"He has sought to corrupt our manhood with a selfish dream of peace when there is no peace.

"He has willfully butchered our citizens on the high seas.

"He has destroyed our commerce.

"He seeks to terrorize us with his devilish policy of frightfulness.

"He has violated every canon of international decency and set at naught every solemn treaty and every precept of international law.

"He has plunged the world into the maddest orgy of blood, rapine, and murder which history records.

"He has intrigued against our peace at home and abroad.

"He seeks to destroy our civilization. Patience is no longer a virtue, further endurance is cowardice, submission to Prussian demands is slavery."

25. *What has President Wilson declared to be our motives in going to war with Germany?*

President Wilson said that we are fighting "for the peace of the world and for the liberation of its peoples, the German peoples included. . . . We have no selfish ends to serve. We desire no conquests, no dominion. We seek no indemnities for ourselves. . . . We shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations, for . . . peace and safety to all nations and [to] make the world itself at last free."

26. *In what way are we going to carry on the war against Germany?*

By lending money to our allies; by sending them food and other provisions; by forbidding the shipment of food to countries that are friendly to Germany; by using our navy to destroy German submarines; and by sending our soldiers to Europe to help France, England, and our other allies defeat the armies of our enemies.

27. *In what ways can those of us who stay at home help to win the war?*

First, by seeking to understand clearly what the war means; by remembering that our country is fighting to keep that freedom which Washington won for us; by keeping in mind the thought that the blood of our soldiers, the struggles of our armies, the working of our fields and factories, and the spending of millions of dollars are all to secure for us and the world, peace and happiness, freedom and safety.

Second, by promptly and cheerfully obeying the laws and doing those things which our Government tells us we must do to win the war.

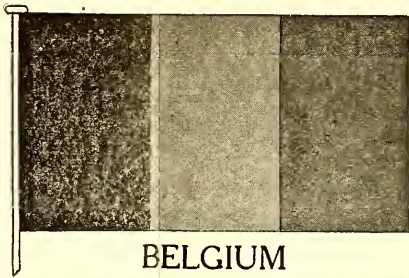
Third, by neither saying ourselves, nor repeating anything others have said that will weaken our Government, or create dissatisfaction, division, and discouragement among our own people, or give aid, and comfort, and encouragement to the enemy.

Fourth, by avoiding all kinds of waste and extravagance, especially of food and clothing, so there will be enough for our own needs and for the even greater needs of our brave soldiers on the battlefield and for the soldiers and people of our allies who are fighting and sacrificing for the same cause as ourselves—the cause of human freedom.

Fifth, by faithfully and cheerfully doing our daily tasks however humble they be, at home, at school, on the farm, or wherever our duties call us.



# The Flags of the Nations at V



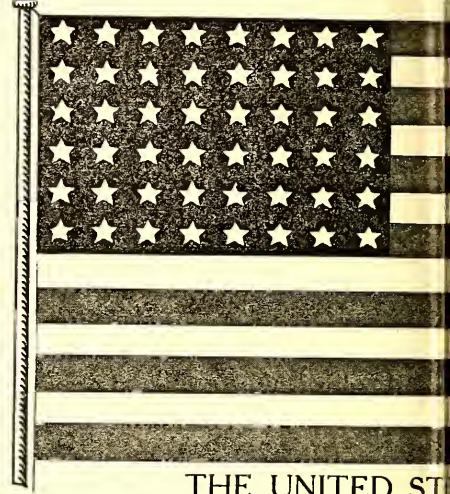
BELGIUM



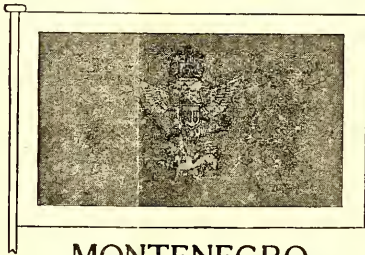
CUBA



ITALY



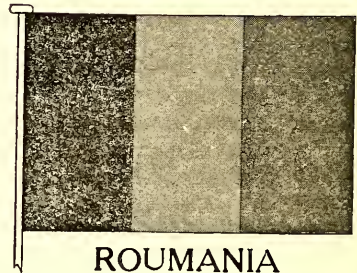
THE UNITED ST



MONTENEGRO



PORTUGAL



ROUMANIA



SE

## COUNTRIES WHICH HAVE SEVERED DIPLOMATIC RELATIONS WITH GERMANY

China (March 14)

Brazil (April 10)

Bolivia (April 11)

COLOR LEGEND. *Belgium*—Black, yellow and red in stripes. *Cuba*—Triangle red with white star, blue and red diagonals flanked by white. *Italy*—Green, white and red in stripes; crown and shield. *Panama*—Upper left quarter, white with blue star; upper right quarter, red; lower left quarter, blue; lower right quarter, white. *Roumania*—Blue, yellow and red in stripes. *Russia*—White, blue and red in stripes. *San Marino*—Blue, white and red in stripes.



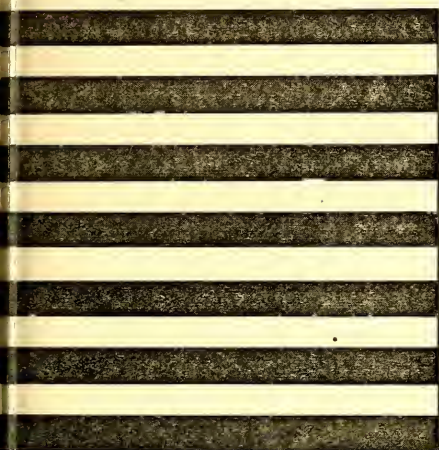
# ... with Germany or Her Allies



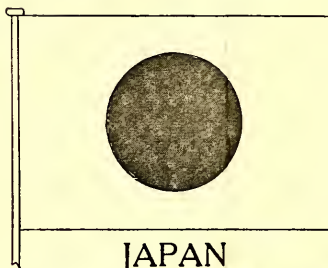
FRANCE



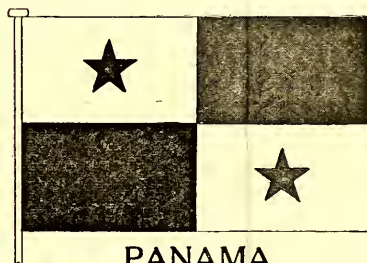
GREAT BRITAIN



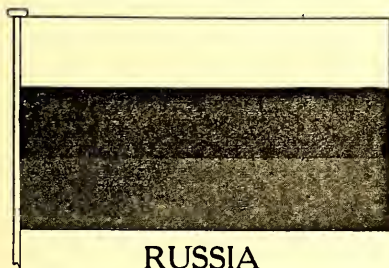
UNITED STATES OF AMERICA



JAPAN



PANAMA



RUSSIA



SAN MARINO



SERBIA

## COUNTRIES WHICH HAVE SEVERED DIPLOMATIC RELATIONS WITH GERMANY

Guatemala (April 27)	Honduras (May 17)
Nicaragua (May 19)	Haiti (June 17)

CORRECTED TO JUNE 27, 1917

... white stripes. *France*—Blue, white and red in stripes. *Great Britain*—Flag of the British Empire; blue ground, white saltire. *Japan*—Red circle in white ground. *Montenegro*—Badge on red ground with white border. *Portugal*—Green and red in stripes, escutcheon and sphere left of center. *Serbia*—Red, blue and white in stripes, badge in center.

## THE OLD NORTH STATE.

Carolina! Carolina! Heaven's blessing attend her!  
While we live we will cherish, protect, and defend her;  
Though the scorner may sneer at and wittings defame her,  
Our hearts swell with gladness whenever we name her.

Hurrah! Hurrah! the Old North State forever!

Hurrah! Hurrah! the good Old North State!

Though she envies not others their merited glory,  
Say, whose name stands the foremost in Liberty's story?  
Though too true to herself e'er to crouch to oppression,  
Who can yield to just rule more loyal submission?

Hurrah, etc.

Plain and artless her sons, but whose doors open faster  
At the knock of a stranger, or the tale of disaster?  
How like to the rudeness of their dear native mountains,  
With rich ore in their bosoms and life in their fountains.

Hurrah, etc.

And her daughters, the Queen of the Forest resembling—  
So graceful, so constant, yet to gentlest breath trembling;  
And true lightwood at heart, let the match be applied them,  
How they kindle and flame! Oh! none know but who've tried them.

Hurrah, etc.

Then let all who love us love the land that we live in  
(As happy a region as on this side of Heaven),  
Where Plenty and Freedom, Love and Peace smile before us.  
Raise aloud, raise together the heart-thrilling chorus!

Hurrah! Hurrah! the old North State forever!

Hurrah! Hurrah! the good Old North State!

—William Gaston.

## THRIFT MONTH.

An appeal by Governor Bickett.

*To the Farmers of North Carolina:*

"Opportunity has hair in front. Behind she is bald. If you seize her by the forelock you may hold her, but once permitted to pass, not Jupiter himself can catch her again."

So runs the ancient aphorism. This year Opportunity stands before the farmers of North Carolina with a forelock that reaches to the ground. You have with superb common sense increased your food and feed crops. You have with splendid foresight canned and dried your surplus fruits and vegetables. For you the high cost of living holds few terrors. Empyrean prices are being paid for the products of your toil. Never before in this generation, and possibly never again will there come to the average farmer so large an opportunity to lift himself and family to a higher level of happiness and hope. Temptations to fritter away the proceeds of your crops will

crowd thick upon you. Improvidence will lure to sleep, and pleasure and prodigality will call to you with many voices. The "blue sky" artists are already on your trail. They have heard that you are fat, and have marked you for their own. All kinds of get-rich-quick schemes will be dangled before you, and the voice of the agent will be heard in the land. Smooth and wordy vendors of lightning rods, and ranges, and organs, and pianolas, and sewing machines, and churns, and washing machines, and patent medicines, and county rights, and crayon portraits, and shares in excessively capitalized stallions will spring up around you as countless as the frogs that came upon the land of Egypt, and seek to enter into the reward of your labors.

In my Inaugural Address and in a series of bills submitted to the General Assembly, I endeavored to make plain a purpose to make life on the farm just as profitable and just as attractive as life in the town. The intensity of that purpose has deepened with the passing months, and I now call upon the farmers to make a supreme effort in this direction, and to capitalize the opportunity of the hour. To this end I earnestly beseech the farmers of the State to set apart the month of November as Thrift Month, and urge every farmer to do something definite and substantial during that month that will inure to the permanent betterment of his condition in life. I suggest the following specific accomplishments and appeal to every farmer to do one or more of these things:

1. Buy a Liberty Bond.
2. If he be a tenant to buy, if possible, a small farm and make the first payment on the purchase price.
3. To pay off all debts, and go on a cash basis next year.
4. To start a savings account in some bank or credit union.
5. To buy a milch cow or brood sow.
6. To install home waterworks and lights.
7. To paint his house.
8. To set out an orchard.

The Agricultural Department, the Joint Committee on Agricultural Work, and the State Department of Education will generously coöperate with the farmers in making Thrift Month a notable month in the agricultural life of the State. I call upon the teachers in the rural schools to read this appeal to the children. Complete plans for taking a census during the first week in December will be arranged, to the end that we may know at the end of the month just how many farmers have redeemed the great opportunity that now confronts them and have preserved for their wives and children some portion of the blessings of this unparalleled year.

*Raleigh, N. C., September 15, 1917.*

*T. W. BICKETT, Governor.*

---

## CONSERVATION AND THRIFT FOR A LARGER SERVICE TO THE STATE, THE NATION, AND HUMANITY.

Prepared and compiled by HENRY A. PAGE, State Food Administrator.

Conservation and thrift go hand in hand. Both are constant companions of wise men and women at all times. Of both are formed stepping stones to economic independence and that happiness that comes from right living and correct habits.



Today conservation of food has come to be not a personal problem or a local problem, or even a national problem, but a policy upon which the fate of the world hangs. Food will determine whether the nations of the world hereafter are to be ruled "By the people and for the people," or "By Prussianism for the benefit of the Prussian Autocracy."

With 20,000,000 of their able-bodied men removed from the productive fields and factories, our allies—large importers of foodstuffs under normal circumstances—must depend upon other countries for 60 per cent of their foodstuffs. Because we have the greatest resources and are nearest, the burden of supplying their needs falls upon us. In England and France most days are meatless days. The consumption of wheat flour has been cut 50 per cent. The sugar used amounts to only half an ounce per day against a consumption in this country of nearly 4 ounces per day for every man, woman and child.

The 100,000,000 people of America can spare the full amount of foodstuffs necessary to keep the armies of our allies in good fighting trim and to keep their women and children at home from starving; but to do that we must consume at home such articles as are not suited for long-distance shipping and save for the allies wheat, beef, pork, fats and sugar, concentrated products with good keeping qualities, which are suited for export.

We have foodstuffs in plenty besides the articles named and no hardship will be imposed upon any one through following the Food Administration's suggestion and request that we save the foods named through economy and substitution.

### What Each Can Do.

Every man, woman and child in America is in position to render vital assistance in winning the great war. Every person who eats corn products in place of wheat bread, who uses less sugar in its various forms, who substitutes fish, rabbits and other game and poultry for beef and pork, is strengthening the arms of our allies and enabling them to fight the more strongly.

Every person who helps to keep the armies of our allies in tip-top physical condition is saving American lives; because it is going to require a certain amount of fighting to win from the Germans, and if the fighting efficiency of our allies is lowered, the deficiency must be made up by American troops. We shall pay for the victory with blood and bread—the more bread and the quicker it is given, the less blood.

Every person who helps to increase the production of foodstuffs, either those which may be exported to our allies or others which may be used at home as substitutes for them, is helping to win the war.

Every person who raises a litter of pigs or a beef animal; every person who raises poultry, a sheep or a goat or who catches rabbits and other game to substitute for beef and pork, is rendering a service just as vital as that of the uniformed soldier.

Food will win the war! Produce it! Save it!

### When Peace Comes.

America's place in the industrial competition of nations that will follow peace, will be determined in large part by the response that the American people make to the appeal of the Food Administration.

"When this war is over," Food Administrator Hoover has declared, "Europe will find herself with a reduced standard of living, with a people greatly dis-

ciplined in all directions and in a position to compete in the world's markets in a way that they never have been able before. We shall also face a world with a reduced consuming power, and unless we can secure some discipline in our own people, we will be in no position to meet that condition when peace comes."

It has been pointed out many times that war has little to recommend it. However, if the American people can instil in themselves the spirit of self-denial, can cut out some wanton extravagance and restore the pride in thrift that characterized them half a century ago, there will be an actual gain, even from this war.

As Mr. Hoover puts it, "Practically the only moral equalization there is in war is the inspiration to self-sacrifice and to service that comes out of war. That is its only moral balance, and unless we can inspire our people to a greater extent than they are today with the necessity for service, for self-denial, then we will have lost the only moral benefit that can possibly be derived out of the war."

On the other hand, unless thrift does become a national trait the war will become, even to those who have profited financially by it, a curse.

---

## FOOD ADMINISTRATION ORGANIZATION.

The organization which is charged with carrying out the program of the Food Administration in North Carolina embraces more than 20,000 persons. The work is directed from the office at Raleigh which is in constant touch with headquarters of the Food Administration at Washington.

Mr. Henry A. Page, of Aberdeen, is State Food Administrator.

Mr. John Paul Lucas, of Charlotte, is Executive Secretary.

An executive committee consisting of Dr. J. Y. Joyner, Dr. D. H. Hill, Hon. W. A. Graham, Dr. B. W. Kilgore, Mrs. Jane S. McKimmon, Mr. W. C. Crosby, Dr. Clarence Poe, and Mr. James H. Pou acts in an advisory capacity and links up with the Food Administration the school system of the State, the State Council of Defense, the agricultural forces, the home economics forces and other agencies which can coöperate effectively with the Administration.

A Food Administrator has been appointed for each of the 100 counties of the State, and they in turn receive the coöperation of the county superintendent of education, the farm demonstration agent, the home demonstration agent and the chairman of the woman's committee of the County Council of Defense.

The County Food Administrators carry the organization to the community or neighborhood by appointing a committee in each white school district. Thus is served the United States Food Administration's purpose to bring the Food Administration into intimate and sympathetic touch with every American home.



## THE RED, WHITE AND BLUE.

O Columbia! the gem of the ocean,  
The home of the brave and the free,  
The shrine of each patriot's devotion,  
A world offers homage to thee.  
Thy mandates make heroes assemble,  
When Liberty's form stands in view,  
Thy banners make tyranny tremble,  
When borne by the red, white and blue.

### *Chorus.*

When borne by the red, white and blue,  
When borne by the red, white and blue,  
Thy banners make tyranny tremble,  
When borne by the red, white and blue.

When war wing'd its wide desolation  
And threatened the land to deform,  
The ark then of freedom's foundation,  
Columbia, rode safe thro' the storm,  
With her garlands of vict'ry around her,  
When so proudly she bore her brave crew,  
With her flag proudly waving before her,  
The boast of the red, white and blue.

### *Chorus.*

The boast of the red, white and blue,  
The boast of the red, white and blue,  
With her flag proudly waving before her,  
The boast of the red, white and blue.

Then sons of Columbia, come hither  
And join in our nation's sweet hymn;  
May the wreaths they have won never wither,  
Nor the stars of their glory grow dim!  
May the service united, ne'er sever,  
But they to their colors prove true!  
The Army and Navy forever,  
Three cheers for the red, white and blue.

### *Chorus.*

Three cheers for the red, white and blue,  
Three cheers for the red, white and blue,  
The Army and Navy forever,  
Three cheers for the red, white and blue.

—David T. Shaw.

## WHAT NORTH CAROLINA IS DOING.

Prepared and compiled by D. H. HILL, Chairman of State  
Council of Defense.

### Our Record So Far.

In every time of national stress North Carolina has fully done its part.

In Colonial Days it led the country in boldly declaring for independence.

In the Revolutionary War its Continental Troops under Gen. Francis Nash fought with Washington at Brandywine and Germantown, and shared in the desolate winter at Valley Forge, and at Stony Point under Major Hardy Murfee they dared with Mad Anthony Wayne in his brilliant capture of that stronghold. Its militia, under Gen. Robert Howe, Gen. John Ashe, Gen. Jethro Sumner, and Gen. John Butler, served so manfully in South Carolina that Charles Pinckney, of that State, wrote: "The North Carolina troops have been so willing and ready on all occasions to afford us all the assistance in their power, that I shall ever love a North Carolinian, and join with Gen. Moultrie in confessing that they have been the salvation of our country." In our own State they never hesitated to measure strength with an enemy, and even when defeated were ever ready to march back to the flag.

In the Civil War North Carolina laid almost its all on the altar of country. Close to 125,000 troops from the State were under arms. So nobly did these troops meet the shock of battle that though thirteen States were in the controversy, one-fifth of the space in Richmond hospitals was reserved for North Carolina soldiers.

In the present war, a war so big as to appall the imagination, we are trying to measure up to every call on our State. We want to keep step with every movement to help our Nation and minister to our troops. We want every young person in our Nation to feel that this is our war and we are going to win it.

### What Has Our State Done?

First, our National Guard was called to the colors, and with that call volunteers stepped to the front for many forms of service. So far the following organizations have passed from our State to the army. Some of these are perhaps already in France, and the others are training for foreign service:

Three Regiments of Infantry.

One Infantry Field Hospital.

One Regiment (six batteries) of Field Artillery.

One Artillery Regiment (Infirmary).

One Battalion of Naval Militia.

One Battalion of Coast Artillery (six companies and sanitary department).

One Battalion of Engineers.

One Engineer Train.

Four Troops of Cavalry.

One Squadron Headquarters.

Two Supply Companies.

One Battalion Headquarters.

One Machine Gun Company.

One Machine Gun Troop Cavalry.

One Ordnance Department.

One Ambulance Corps.

One Motor Truck Company.  
 One Medical Department.  
 One Radio Company Signal Corps.  
 One Quartermaster's Corps.

The following table gives, as near as we can at present get them, the number of men now in service from North Carolina :

National Guard organizations, about-----	10,000
Enlisted in Regular Army -----	1,565
Enlisted in Regular Navy-----	797
At First Oglethorpe Training Camp-----	737
At Second Oglethorpe Training Camp-----	450
At other Training Camps -----	162
In call to colors for National Army-----	15,974
Marine Corps -----	130
Naval Reserves (approximately) -----	400
In Medical Corps -----	310
Naval Volunteers (formerly Naval Militia) -----	109
Regular Navy -----	797
<hr/>	
Total-----	31,431

To support those who are in the field and to keep them supplied with even enough for a soldier's simple needs, will throw an immense burden on all our people. In these days of tremendous battles it is estimated that it takes the output in commodities or in service of twenty persons to keep up one soldier. If this estimate be correct, the time of 600,000 men and women will be required to supply the needs of the 30,000 North Carolinians who are at present serving under our flag in America and France. This does not include the money that we shall all feel called on to give.

### Money Contributions.

So far our State has made the following direct contributions to war needs. These sums, however, do not include the many thousands of dollars given by individuals for the relief of suffering and distress in Europe :

First Liberty Loan Bonds -----	\$9,413,900.00
Second Liberty Loan Bonds -----	27,000,000.00
First Red Cross Fund -----	2,402,738.00
War Fund for Y. M. C. A. -----	42,000.00
<hr/>	
Total-----	\$38,858,638.00

### Civic Organizations.

Trained men and women, who are supported by two great benevolent organizations, follow the soldiers wherever they go. No place is dreary enough or dangerous enough to appall the stout hearts of those who minister in the name of these two organizations. Pestilence does not stop them, shrieking shells do not drive them from their sacred tasks. The one ministers to the suffering bodies of soldiers; the other to the loneliness of mind or sadness of spirit of duty-driven men of war. These two are the Red Cross Association and the War Young Men's Christian Association.

### The Red Cross.

In North Carolina the Governor of the State, who is so actively making his high office helpful, is Chairman of the Central Committee. Mr. Joseph G. Brown, of Raleigh, is State Treasurer of all funds, and Dr. Francis B. Boyer, of Asheville, is the Executive Director of all State-wide activities. There are local chapters, headed by country-loving women, in almost every town and in many rural communities. The Association has been most active ever since war was declared. In addition to raising funds for hospitals, doctors, nurses, and medicine, it has abounded in other good works. Through its local chapters it has added to the comfort and good cheer of temporary camps. It has united communities in doing honor to departing soldiers. It has welcomed troop trains and supplied tired soldiers with refreshments. It has joined hands with cities in trying to keep pure life in the military camps. All over the State its members are sewing and knitting and making bandages for soldiers. Many nurses and attendants have gone to the front in its name and under its care.

### The War Young Men's Christian Association.

When war came this Association, which has been such a blessing to the young men of our country, saw a new field needing its aid. Young men by the thousands would be gathered in camps and then hurried across the sea to battle. Could it find a field more useful than in accompanying these boys thus hurriedly snatched from the tender care of home? Straightway it broadened the work to take in the men in uniform, and wherever soldier tents go up in number, a Y. M. C. A. tent goes up alongside.

Although this is a national body, each State has a separate organization. The North Carolina organization is directed by Mr. G. C. Huntington, of Charlotte.

### State Council of Defense.

There is, however, in time of war, a call on every State for forms of service not so directly connected with soldier life as are the Red Cross and the Y. M. C. A. These forms of service are almost without number. They include efforts to increase our crops, to save every scrap of useful material, to make new forms of material and food, to raise money for governmental use, to provide for the families of absent soldiers, to help the health authorities in their duties among the homes and towns, to show the people the need of thrift and self-denial, and to persuade them to practice these virtues, to present and explain the plans of the government to the citizens, to try to secure the utmost harmony among all classes of people, to encourage the most devoted loyalty to flag and country—these and other kindred duties the Government has placed in the hands of a body of volunteer workers known as the State Council of Defense.

In our State this body of men is appointed by the Governor, and consists of the following members: Gov. T. W. Bickett and Adjutant-General Laurence S. Young, *ex officio*; James Sprunt, Wilmington; George W. Watts, Durham; Joseph Hyde Pratt, Chapel Hill; J. Bryan Grimes, Raleigh; D. H. Hill, Raleigh; C. C. Taylor, Greensboro; W. S. Lee, Charlotte; R. N. Page, Biscoe; F. L. Seely, Asheville; George Howe, Chapel Hill; and Mrs. Eugene Reilley, Charlotte. Of this body, D. H. Hill is Chairman, and W. S. Wilson Secretary.

In conjunction with the State Council there is a Woman's Branch of the

Council, which is particularly charged with the activities of the home. This division has the following officers: Mrs. Eugene Reiley, Chairman; Mrs. Palmer Jerman, First Vice-Chairman; Mrs. W. N. Reynolds, Second Vice-Chairman; Miss Mary Hilliard Hinton, Secretary; Mrs. Eugene Sternberger, Treasurer; and Mrs. T. W. Bickett and Mrs. R. R. Cotten, Honorary Chairmen.

### Food and Fuel Administrators.

As food and fuel have to be saved in days of war, our government asked that some patriotic man should be named in each State to undertake this service—one for food and one for fuel. These men serve without pay. Mr. Henry A. Page, of Aberdeen, patriotically agreed to take up the duties of Food Administrator, and Mr. A. W. McAlister, of Greensboro, in a spirit of self-sacrifice consented to act as Fuel Administrator. Both of these patriotic men are just entering on their new duties.

---

## WHY WE ARE FIGHTING GERMANY.

By FRANKLIN K. LANE, Secretary of the Interior.

Why are we fighting Germany? The brief answer is that ours is a war of self-defense. We did not wish to fight Germany. She made the attack upon us; not on our shores, but on our ships, our lives, our rights, our future. For two years and more we held to a neutrality that made us apologists for things which outraged man's common sense of fair play and humanity. . . .

Then why are we in? Because we could not keep out. . . . It is a war to save America—to preserve self-respect, to justify our right to live as we have lived, not as some one else wishes us to live. In the name of freedom we challenge with ships and men, money, and an undaunted spirit, that word "Frightfulness" which Germany has written upon the sea and upon the land. . . . We fight Germany—

Because of Belgium—invaded, outraged, enslaved, impoverished Belgium. We cannot forget Liege, Louvain, and Cardinal Mercier. Translated into terms of American history, these names stand for Bunker Hill, Lexington, and Patrick Henry.

Because of France—invaded, desecrated France, a million of whose heroic sons have died to save the land of Lafayette. Glorious golden France, the preserver of the arts, the land of noble spirit—the first land to follow our lead into republican liberty.

Because of England—from whom came the laws, traditions, standards of life, and inherent love of liberty which we call Anglo-Saxon civilization. We defeated her once upon the land and once upon the sea. But Australia, New Zealand, Africa, and Canada are free because of what we did. And they are with us in the fight for the freedom of the seas.

Because of Russia—New Russia. She must not be overwhelmed now. Not now, when she is just born into freedom. Her peasants must have their chance; they must go to school to Washington, to Jefferson, and to Lincoln until they know their way about in this new, strange world of government by the popular will.



Because of other peoples, with their rising hope that the world may be freed from government by the soldier.

We are fighting Germany because she sought to terrorize us and then to fool us. We could not believe that Germany would do what she said she would do upon the seas.

We still hear the piteous cries of children coming up out of the sea where the *Lusitania* went down. And Germany has never asked forgiveness of the world.

We saw the *Sussex* sunk, crowded with the sons and daughters of neutral nations.

We saw ship after ship sent to the bottom—ships of mercy bound out of America for the Belgium starving; ships carrying the Red Cross and laden with the wounded of all nations; ships carrying food and clothing to friendly, harmless, terrorized peoples; ships flying the Stars and Stripes—sent to the bottom hundreds of miles from shore, manned by American seamen, murdered against all law, without warning.

We believed Germany's promise that she would respect the neutral flag and the rights of neutrals, and we held our anger and outrage in check. But now we see that she was holding us off with fair promises until she could build her huge fleet of submarines. For when spring came she blew her promise into the air, just as at the beginning she had torn up that "scrap of paper." Then we saw clearly that there was but one law for Germany—her will to rule.

We are fighting Germany because she violated our confidence. Paid German spies filled our cities. Officials of her government, received as the guests of this nation, lived with us to bribe and terrorize, defying our law and the law of nations.

We are fighting Germany because while we were yet her friend—the only great power that still held hands off—she sent the Zimmerman note, calling to her aid Mexico, our southern neighbor, and hoping to lure Japan, our western neighbor, into war against this nation of peace.

The nation that would do these things proclaims the gospel that government has no conscience. And this doctrine can not live, or else democracy must die. For the nations of the world must keep faith. There can be no living for us in a world where the state has no conscience, no reverence for the things of the spirit, no respect for international law, no mercy for those who fall before its force. What an unordered world! Anarchy! The anarchy of rival wolf packs!

We are fighting Germany because in this war feudalism is making its last stand against on-coming democracy. We see it now. This is a war against an old spirit, an ancient, outworn spirit. It is a war against feudalism—the right of the castle on the hill to rule the village below. It is a war for democracy—the right of all to be their own masters. . . .

America speaks for the world in fighting Germany. Mark on a map those countries which are Germany's allies and you will mark but four, running from the Baltic through Austria and Bulgaria to Turkey. All the other nations the whole globe around are in arms against her or are unable to move. There is deep meaning in this. We fight with the world for an honest world in which nations keep their word, for a world in which nations do not live by swagger or by threat, for a world in which men think of the ways in which they can conquer the common cruelties of nature instead of inventing

more horrible cruelties to inflict upon the spirit and body of man, for a world in which the ambition or the philosophy of a few shall not make miserable all mankind, for a world in which the man is held more precious than the machine, the system, or the state.

---

## MAKERS OF THE FLAG.

This morning, as I passed into the Land Office, The Flag dropped me a most cordial salutation, and from its rippling folds I heard it say: "Good morning, Mr. Flag Maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a Government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice, "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; whichever one of these beneficent individuals you may happen to be, I give you greeting, Mr. Flag Maker."

I was about to pass on, when The Flag stopped me with these words:

"Yesterday the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer.

"Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night, to give her boy an education. She, too, is making the flag.

"Yesterday we made a new law to prevent financial panics, and yesterday, maybe a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag."

"But," I said impatiently, "these people were only working."

Then came a great shout from The Flag:

"The work that we do is the making of the flag.

"I am not the flag; not at all. I am but its shadow.

"I am whatever you make me, nothing more.

"I am your belief in yourself, your dream of what a people may become.

"I live a changing life, a life of moods and passions, of heart breaks and tired muscles.

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly.

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward.

"Sometimes I am loud, garish, and full of that ego that blasts judgment.

"But always, I am all that you hope to be, and have the courage to try for.

"I am song and fear, struggle and panic, and ennobling hope.

"I am the day's work of the weakest man, and the largest dream of the most daring.

"I am the Constitution and the courts, statutes and the statute makers, soldier and dreadnaught, drayman and street sweep, cook, counselor, and clerk.

"I am the battle of yesterday, and the mistake of tomorrow.

"I am the mystery of the men who do without knowing why.

"I am the clutch of an idea, and the reasoned purpose of resolution.

"I am no more than what you believe me to be, and I am all that you believe I can be.

"I am what you make me; nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this Nation. My stars and my stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making."

FRANKLIN K. LANE.

### OLD FLAG FOREVER.

She's up there—Old Glory—where lightnings are sped;  
 She dazzles the nations with ripples of red;  
 And she'll wave for us living, or droop o'er us dead—  
 The flag of our country forever!

She's up there—Old Glory—how bright the stars stream!  
 And the stripes like red signals of liberty gleam!  
 And we dare for her, living, or dream the last dream  
 'Neath the flag of our country forever!

She's up there—Old Glory—no tyrant-dealt scars,  
 No blur on her brightness, no stain on her stars!  
 The brave blood of heroes hath crimsoned her bars.  
 She's the flag of our country forever!

—*Frank L. Stanton.*

*Feeling that the program for this patriotic celebration of North Carolina Day would be incomplete without a brief message from the Secretary of the Navy, Honorable Josephus Daniels, North Carolina's member of the "War Cabinet," of whose distinguished and patriotic services the people of the entire State are justly proud, the State Superintendent wrote him requesting a brief message and received in reply the following letter and message.*

---

THE SECRETARY OF THE NAVY,

WASHINGTON.

NOVEMBER 1, 1917.

MY DEAR DR. JOYNER:—I am deeply interested in the plan of holding a great patriotic rally in every school house in the State, in celebration of "North Carolina Day." The progress of the war is making it more and more evident that the United States will be called upon to exert her full strength and undergo real sacrifice if victory is to be won. It is very important that all the people be fully informed of the reasons for our entrance into the war and of the ways by which all of the people may contribute their part toward securing victory. I know of no way in which people can be better informed and their patriotism more deeply stirred than by the holding of meetings such as are being planned in the school houses through the State of North Carolina. This patriotic movement has my cordial endorsement and support.

Sincerely yours,

DR. J. Y. JOYNER,

*State Superintendent of Public Instruction,  
Raleigh, North Carolina.*

JOSEPHUS DANIELS.

---

## OUR COUNTRY ACCEPTS THE CHALLENGE.

By HON. JOSEPHUS DANIELS, Secretary of the Navy.

Two irreconcilable principles are contending for the mastery in the world today. We had believed, until the Emperor of Germany plunged the world into war, that never again could the policy of Alexander and Napoleon jeopardize civilization. But the challenge has been made and the house of Hohenzollern by force seeks to impose its will upon every nation its military machine can overcome and chart the ocean highways for the great American Republic. If the policy of absolutism and force could succeed, free government would perish from the earth.

If the Imperial German Government had looked through the catalogues of insults in order to give an offense this country would most quickly resent, it could not have found one that cut to the quick more deeply than the assumption of the right to deny full liberty to sail the seas to the American People. The right to send its ships on the ocean highways is essential to our sovereign power, to our dignity, to the lives of our people and to the prosperity of the Republic. Since when did any nation obtain the exclusive dominion of the ocean?

If America had acquiesced in being driven from the sea, how long before the German Emperor would have sought to dictate its right to travel by land,

to dominate its national policy, to set metes and bounds to its progress, and to make it a Hohenzollern colony?

Shall we be free men or shall we wear the Kaiser's yoke? That is the question which is addressed to the citizens of every free country in the world. Impudently claiming fellowship with the Almighty, the German Emperor by the profane assumption of divine right and Krupp guns demands to rule the world. The American people were slow to believe the medieval creed

"That they should take who have the power,  
And they should keep who can"

found acceptance by any men in the twentieth century. Even when their ships were sunk and Americans drowned they hoped against hope that the Imperial Government would disown the acts of the murderous commanders of their stilettos of the seas. Patience is a virtue nearly divine.

This country practised patience long because it has a passion for peace. The day came, however, when patience ceased to be a virtue. Longer neutrality, after Germany boldly declared its resumption of ruthless submarine warfare, was impossible to a country that had never bowed the knee to usurped power. When it was a young country, poor and with little army and less navy, the United States went to war to preserve the freedom of the seas. It won that war. Its purpose then and now is unalterable, that for all time it would sail its ships without asking the permission of any other nation. Germany denied this hard-won right when it dared to tell us what lanes of the ocean our ships could travel and how many voyages they could make in a given time, or what cargoes they could carry.

We have accepted the challenge because there was no alternative except either to wear the yoke of the man on horseback, or battle to preserve the liberties our fathers won through sacrifice and blood. And we have highly resolved, and pledged all that we are and all that we have, that the only government that can endure among a free people is government by consent of the governed. Such government ends the power of crowned heads. It will cost much in blood and treasure to win the war for government of the people and by the people. Our land witnessed its birth. Our land accepts the challenge. Our land will win the victory, and will establish enduring peace. There can be no peace that abides until the doctrines enunciated by Jefferson's pen and won by Washington's sword are accepted by the whole world.



### BATTLE HYMN OF THE REPUBLIC.

Mine eyes have seen the glory of the coming of the Lord :  
 He is trampling out the vintage where the grapes of wrath are stored ;  
 He hath loosed the fateful lightning of his terrible swift sword :  
 His truth is marching on.

I have 'seen Him in the watch fires of a hundred circling camps ;  
 They have builded Him an altar in the evening dews and damps ;  
 I can see His righteous sentence by the dim and flaring lamps ;  
 His day is marching on.

He hath sounded forth the trumpet that shall never call retreat ;  
 He is sifting out the hearts of men before His judgment seat ;  
 Oh ! be swift, my soul, to answer Him ! be jubilant, my feet !  
 Our God is marching on.

In the beauty of the lilies Christ was born across the sea,  
 With a glory in His bosom that transfigures you and me ;  
 As He died to make men holy, let us die to make men free,  
 While God is marching on.

—*Julia Ward Howe.*

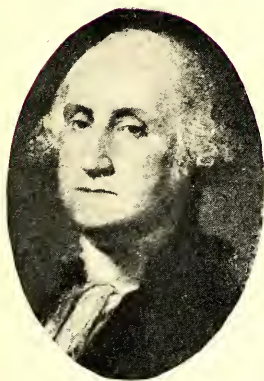
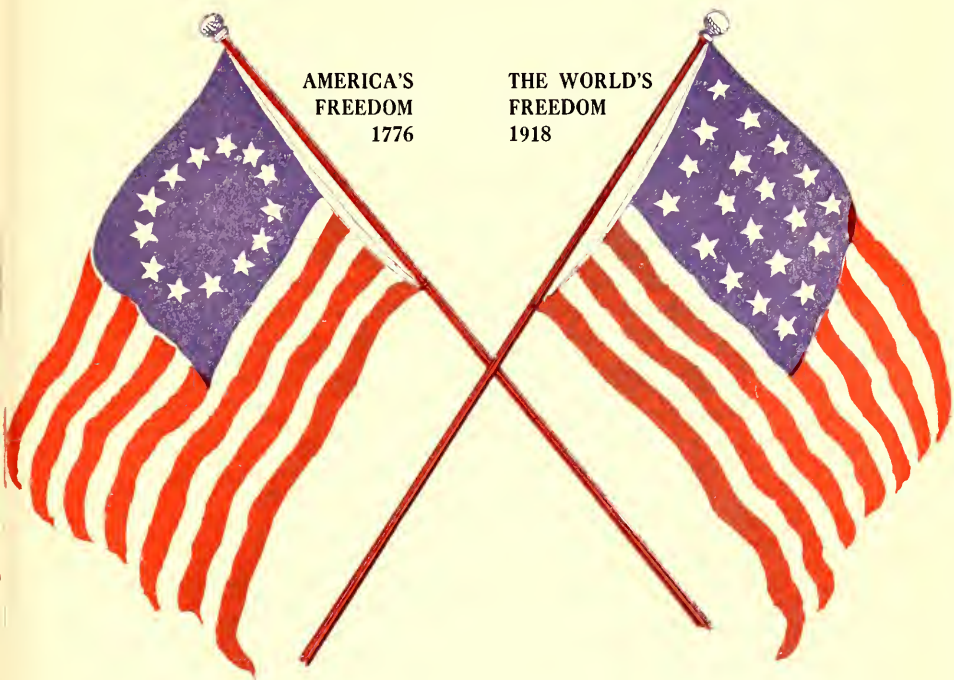
---

### BENEDICTION.

"Lord God of Hosts,  
 Be with us yet,  
 Lest we forget, lest we forget."

40 3 711.8 7

# The Spirit of America



Washington's Birthday

February 22, 1919

NORTH CAROLINA PUBLIC SCHOOLS

## PLEDGE TO THE FLAG

*I pledge allegiance to my flag and to the  
Republic for which it stands—  
One nation indivisible, with liberty and  
justice to all.*

## THE AMERICAN CREED

W. T. PAGE

*I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.*

*I therefore believe it is my duty to love it; to support its constitution; to obey its laws; to respect its flag, and to defend it against all enemies.  
for*

*I AM AN AMERICAN!*

EDUCATIONAL BULLETIN

# WASHINGTON'S BIRTHDAY EXERCISES

FEBRUARY 22, 1919

“FREEDOM”

THE SPIRIT OF AMERICA

IN THREE PARTS

Part I. The Birth of Freedom

Part II. Fighting for the Freedom of the World

Part III. Freedom's Victory—Peace for the World

ISSUED FROM  
OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.

RALEIGH  
COMMERCIAL PRINTING COMPANY, STATE PRINTERS  
1919



## PREFATORY NOTE

The purpose of this bulletin is to give material not only for Washington Day Program, but for teaching the spirit of America in the public schools of the State. It begins with the birth of freedom and the spirit of Washington, and the children should be led from this point to see that the spirit of Washington still lives and that wherever freedom reigns and right and justice prevail, the true spirit of America is at work in the world.

What was the spirit of Washington in the first days of our freedom? What has been the true spirit of America these hundred years? How was that spirit kept alive during the dark days through which the world has just passed? Is President Wilson's ideal to make the world safe for democracy an enlargement of Washington's ideal to make America safe for freedom?

Such questions as these should guide the teacher in making the program for Washington's Birthday, but the use of this material should not be confined to Washington's Birthday. The one purpose of the school should be to teach patriotism every day in the year—at the opening exercises, in connection with history or literature, in talks on thrift or public service, and in the celebration of other holidays. The purpose of this Department, therefore, in preparing this bulletin is to give the teachers material assistance and some suggestions that may aid them in teaching patriotism, and it is suggested that this bulletin be preserved in school for these purposes.

This bulletin was prepared by Mrs. T. E. Johnston and Miss Susan Fulghum, with the assistance of Miss Hattie Parrott, Mr. A. T. Allen, and Mr. D. F. Giles, of the State Board of Examiners and Institute Conductors; and they wish to acknowledge their indebtedness also to Dr. Edwin Greenlaw and to the Bureau of Extension of the University of North Carolina.

Grateful acknowledgment is made to the following authors and publishers for permission to use copyrighted selections:

Rand-McNally Company for "The Challenge," and "Youth Speaks to Youth," from *The Spirit of Democracy*.

Scott-Foresman Company for "The Twenty-second of February," "Washington," "Heart of All the World," and "Your Lad and My Lad," from *Builders of Democracy*, by Dr. Edwin Greenlaw.

E. P. Dutton & Company for "Chant of Love for England," by Helen Gray Cone.

Benjamin H. Sanborn & Company for "Ode to the Flag," and "The Red Cross Spirit Speaks," from *Liberty Reader*, by Bernard Sheridan.

Patriotic songs, to be used with the Washington's Birthday Program, may be found in the Song Collection which is sent with this bulletin.

E. C. Brooks,

*State Superintendent of Public Instruction.*

# PROGRAM

[SUGGESTIVE]

1. Song.
2. Prayer or Reading of Psalm (46th Psalm suggested).
3. Scenes from "The Coming of Liberty," or Flag Drill by the pupils of the primary grades.

## SELECTIONS FROM PART I

1. Poem—The Birthday of Washington.
2. Reading—The Message of Washington.
3. Poem—George Washington.
4. Reading—What Our Country Owes to Washington.
5. Poem—Washington.
6. Reading—The Name of Washington.
7. Maxims.
8. Poem—The Ship of State.

## PART II

1. Reading—The Freedom of the World.
2. Poem—The Challenge.
3. Reading—A Message to France.
4. Poem—An Invocation.
5. Song—America, My Country.
6. Reading—Soldiers of Freedom.
7. Poem—Your Lad and My Lad.
8. Poem—The Red Cross Spirit Speaks.

## PART III

1. Reading—Freedom's Victory.
2. Poem—To Peace With Victory.
3. Questions and Answers—The League of Nations.
4. Poem—Freedom is King.
5. Dialogue—Spirit of America Speaks to Young America.
6. Song—America, the Beautiful.

Select patriotic songs to be used with the above program.  
Incidents from the Life of Washington may also be given.

# CONTENTS

---

## PART I.—THE BIRTH OF FREEDOM

	PAGE
1. The Birthday of Washington (Poem) .....	9
2. The Message of Washington .....	9
3. The Birth of Liberty (Poem) .....	10
4. Liberty's Flag .....	12
5. Ode to the Flag (Poem) .....	13
6. George Washington (Poem) .....	13
7. What Our Country Owes to Washington .....	14
8. Washington (Poem) .....	15
9. The Name of Washington .....	15
10. Rules of Personal Conduct .....	16
11. Selections from Farewell Address .....	16
12. The Ship of State (Poem) .....	17

## PART II.—THE SPIRIT OF AMERICA FIGHTING FOR THE FREEDOM OF THE WORLD

1. The Freedom of the World .....	21
2. The Challenge (Poem) .....	22
3. The Message to France .....	23
4. Britannia to Columbia .....	24
5. An Invocation (Poem) .....	24
6. President Wilson's War Message .....	25
7. America, My Country (Poem) .....	25
8. President Wilson Voices the Spirit of the People of America .....	26
9. The Army .....	27
(1) Soldiers of Freedom .....	28
(2) "Lafayette, We Are Here!" .....	28
(3) America Offers Her Troops .....	29
(4) Your Lad and My Lad (Poem) .....	29
(5) The Spirit of the American Soldier .....	30
10. The Part the Navy Played in the War .....	31
(1) Secretary Daniels .....	32
11. The American Red Cross in War .....	32
(1) The Red Cross Spirit Speaks .....	33
(2) The Greatest Mother in the World .....	34
(3) The Meaning of Our Red Cross .....	35
12. Home Service .....	35

## PART III.—FREEDOM'S VICTORY—PEACE FOR THE WORLD

1. Freedom's Victory .....	39
2. Blue Stars and Golden Stars (Poem) .....	39
3. To General Pershing (Poem) .....	42
4. To Peace with Victory .....	42

5. A Hymn to the Dawn of Peace (Poem)-----	43
6. At the Peace Conference-----	43
7. The League of Nations—President Wilson-----	45
8. The League of Nations-----	47
9. Vision of the League of Nations (Poem)-----	48
10. Tribute to Premier Clemenceau -----	49
11. Tribute to Lloyd George -----	50
12. Tribute to President Wilson-----	50
13. Freedom is King (Poem)-----	51
14. The Spirit of America Speaks to Young America-----	51
15. Your Country and Your Flag-----	53
16. America the Beautiful-----	53

### PLAY FOR PRIMARY GRADES

#### THE COMING OF LIBERTY

##### ACT I—

SCENE I. Liberty or Death-----	57
SCENE II. Freedom and Equality-----	58
SCENE III. Our First Flag-----	58
SCENE IV. Liberty and Her Helpers-----	60

##### ACT II—

SCENES I and II. Liberty's Response to the Call for Help-----	61
---	----

FREEDOM  
THE SPIRIT OF AMERICA

---

PART ONE  
THE BIRTH OF FREEDOM



## CONTENTS

1. THE BIRTHDAY OF WASHINGTON. (Poem.)
2. THE MESSAGE OF WASHINGTON.
3. THE BIRTH OF LIBERTY. (Poem.)
4. LIBERTY'S FLAG.
5. ODE TO THE FLAG. (Poem.)
6. GEORGE WASHINGTON. (Poem.)
7. WHAT OUR COUNTRY OWES TO WASHINGTON.
8. WASHINGTON. (Poem.)
9. THE NAME OF WASHINGTON.
10. RULES OF PERSONAL CONDUCT.
11. SELECTIONS FROM FAREWELL ADDRESS.
12. THE SHIP OF STATE. (Poem.)

# PART ONE—THE BIRTH OF FREEDOM

---

## 1. THE BIRTHDAY OF WASHINGTON

Yet has no month a prouder day,  
Not even when the summer broods  
O'er meadows in their fresh array,  
Or autumn tints the glowing woods.

For this chill season now again  
Brings, in its annual round, the morn  
When, greatest of the sons of men,  
Our glorious Washington was born.

Thus, 'mid the wreck of thrones, shall live  
Unmarred, undimmed, our hero's fame,  
And years succeeding years shall give  
Increase of honors to his name.

—*William Cullen Bryant.*

(*Builders of Democracy*, by Edwin Greenlaw. Publishers: Scott, Foresman & Co.)

---

[READING]

## 2. THE MESSAGE OF WASHINGTON

GROVER CLEVELAND

(From an address delivered February 22, 1907)

It would have been impossible to select for observance any other civic holiday having as broad and fitting a significance as this. It memorializes the birth of one whose glorious deeds are above all others recorded in our national annals; and, in memorializing the birth of Washington, it commemorates the virtues and all the ideals that made our nationality possible, and gave it promise of growth and strength. It is a holiday that belongs exclusively to the American people. All that Washington did was bound up in our national life, and became interwoven with the warp of our national destiny. The battles he fought were fought for American liberty, and the victories he won gave us national independence. His example of unselfish consecration, and lofty patriotism made manifest, as in an open book, that those virtues were conditions not more vital to our nation's beginning than to its development and durability. His faith in God taught those for whom he wrought that the surest strength of nations comes from the support of God's almighty arm. His universal and unaffected sympathy with those in every

sphere of American life, his thorough knowledge of existing American conditions, and his wonderful foresight of conditions yet to be, coupled with his powerful influence in the councils of those who were to make or mar the fate of an infant nation, made him a tremendous factor in the construction and adoption of the constitutional chart by which the course of the newly launched republic could be safely sailed.

If your observance of this day were intended to make more secure the immortal fame of Washington, or to add to the strength and beauty of his imperishable monument built upon a nation's affectionate remembrance, your purpose would be useless. Washington has no need of you. But in every moment, from the time he drew his sword in the cause of American independence to this hour, living or dead, the American people have needed him.

The American people need today the example and teachings of Washington no less than those who fashioned our nation needed his labor and guidance; and only so far as we commemorate his birth with a sincere recognition of this need can our commemoration be useful to the present generation.

---

TO THE TEACHER: Read the following explanation, which gives the setting for the poem here given:

In order to understand the "Spirit of America" we must first understand the beginning of America. The history of the thirteen colonies is one chapter and the first in the history of the American spirit. The story of how American liberty sprang into being is an old and beautiful one.

An incident which shows the fierce spirit of liberty that filled the hearts and minds of the people at the time of the signing of the Declaration of Independence is given in this poem.

### 3. THE BIRTH OF LIBERTY

There was tumult in the city,

In the quaint old Quaker town,  
And the streets were rife with people  
Pacing restless up and down,—  
People gathering at the corners,

Where they whispered each to each,  
And the sweat stood on their temples  
With their earnestness of speech.

As the bleak Atlantic currents  
Lash the wild Newfoundland shore,  
So they beat against the State-house,  
So they surged against the door;

And the mingling of their voices  
 Made a harmony profound,  
 Till the quiet street of Chestnut  
 Was all turbulent with sound.

"Will they do it?" "Dare they do it?"  
 "Who is speaking," "What's the news?"  
 "What of Adams?" "What of Sherman?"  
 "Oh, God grant they won't refuse!"  
 "Make some way there!" "Let me nearer!"  
 "I am stifling!" "Stifle then!"  
 When a nation's life's at hazard  
 We've no time to think of men!"

So they surged against the State-house,  
 While all solemnly inside  
 Sat the "Continental Congress,"  
 Truth and reason for their guide,  
 O'er a simple scroll debating,  
 Which, though simple it might be,  
 Yet should shake the cliffs of England  
 With the thunders of the free.

Far aloft in that high steeple  
 Sat the bellman, old and gray;  
 He was weary of the tyrant  
 And his iron-sceptred sway,  
 So he sat, with one hand ready  
 On the clapper of the bell,  
 Where his eye could catch the signal,  
 The long-expected news, to tell.

See! See! The dense crowd quivers  
 Through all its lengthy line,  
 As the boy beside the portal  
 Hastens forth to give the sign!  
 With his little hands uplifted,  
 Breezes dallying with his hair;  
 Hark! with deep, clear intonation,  
 Breaks his young voice on the air:

Hushed the people's swelling murmur,  
 Whilst the boy cries joyously:  
 "Ring!" he shouts, "Ring! grandpapa,  
 Ring! oh, ring for liberty!"  
 Quickly, at the given signal  
 The old bellman lifts his hand,  
 Forth he sends the good news, making  
 Iron music through the land.

How they shouted! What rejoicing!  
 How the old bell shook the air,  
 Till the clang of freedom ruffled  
 The calmly gliding Delaware!  
 How the bonfires and the torches  
 Lighted up the night's repose,  
 And from the flames, like fabled Phoenix,  
 Our glorious liberty arose!

That old State-house bell is silent,  
 Hushed is now its clamorous tongue;  
 But the spirit it awakened  
 Still is living—ever young;  
 And when we greet the smiling sunlight  
 On the Fourth of each July,  
 We will ne'er forget the bellman  
 Who, betwixt the earth and sky,  
 Rang out, loudly, "Independence,"  
 Which, please God, shall never die!

(From *My Country's Voice*, by Francis Green. Publishers: Charles Scribner's Sons.)

---

[READING]

#### 4. LIBERTY'S FLAG

Nearly one year later in old Independence Hall, under the bell that rang out the message of liberty, Congress adopted the following resolution:

*"Resolved*, That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation. The stars to be arranged in a circle."

Of the flag, Henry Ward Beecher said:

"A thoughtful mind, when it sees a nation's flag, sees not the flag only, but the nation itself; and whatever may be its symbols, its insignia, he reads chiefly in the flag the government, the principles, the truth, the history which belong to the nation. . . . Accept it, then, in its fullness of meaning. It is not a painted rag. It is a whole national history. It is the Constitution. It is the Government. It is the free people that stand in the Government, on the Constitution. . . ."



"Our flag carries American ideas, American history, and American feelings. Beginning with the colonies and coming down to our time, in its sacred heraldry it has gathered and stored chiefly this supreme idea: *Divine right of liberty in man*. Every color means liberty: every thread means liberty; every form of star and beam or stripe of light means liberty."

---

## 5. ODE TO THE FLAG

Stars of the early dawning, set in a field of blue,  
 Stripes of the sunrise splendor, crimson and white of hue;  
 Flag of our fathers, fathers born on the field of strife,  
 Phoenix of fiery battle risen from human life;  
 Given for God and freedom, sacred, indeed, the trust  
 Left by the countless thousands returned to the silent dust.

Flag of a mighty nation waving aloft unfurled;  
 Kissed by the sun of heaven, caressed by the winds of the world;  
 Greater than kingly power, greater than all mankind;  
 Conceived in the need of the hour, inspired by the master mind;  
 Over the living children, over the laureled grave,  
 Streaming on high in the cloudless sky, banner our fathers gave.

Flag of a new-born era, token of every right  
 Wrung from a tyrant power, unawed by a tyrant's might;  
 Facing again the menace outflung from a foreign shore,  
 Meeting again the challenge as met in the years before;  
 Under thy spangled folds thy children await to give  
 All that they have or are that the flag they love shall live.  
 —Charles C. Crellin.

(From *Liberty Reader*, by Sheridan. Publisher: Benj. H. Sanborn.)

---

## 6. GEORGE WASHINGTON

This was the man God gave us when the hour  
 Proclaimed the dawn of Liberty begun;  
 Who dared a deed, and died when it was done.  
 Patient in triumph, temperate in power—  
 Not striving like the Corsican to tower

To heaven, nor like great Philip's greater son  
 To win the world and weep for worlds unwon,  
 Or lose the star to revel in the flower.  
 The lives that serve the eternal verities  
 Alone do mould mankind.

—*John Hall Ingham.*

(*My Country's Voice*, by Francis Green. Publishers: Charles Scribner's Sons.)

"First in war, first in peace, and first in the hearts of his countrymen, he was second to none in the humble and endearing scenes of private life. Pious, just, humane, temperate, and sincere; uniform, dignified, and commanding, his example was as edifying to all around him as were the effects of that example lasting."

—*Major General Henry Lee.*

---

[READING]

## 7. WHAT OUR COUNTRY OWES TO WASHINGTON

JOHN W. DANIEL

Alone in its grandeur stands forth the character of Washington in history; alone like some peak that has no fellow in the mountain-range of greatness.

Washington did the two greatest things which in politics it is permitted to man to attempt.

He maintained by peace the independence of his country, which he had conquered by war. He founded a free government in the name of the principles of order and by reëstablishing their sway. Washington did, indeed, do these things. But he did more. Out of disconnected fragments he molded a whole, and made it a country. He achieved his country's independence by the sword. He maintained that independence by peace as by war. He finally established both his country and its freedom in an enduring frame of constitutional government, fashioned to make liberty and union one and inseparable. These four things together constitute the unexampled achievement of Washington.

Behold you not in him a more illustrious and more venerable presence! Statesman, soldier, patriot, sage, reformer of creeds, teacher of truth and justice, achiever and preserver of liberty, the first of men, founder and savior of his country, father of his people—this is he, solitary and unapproachable in his grandeur!

## 8. CHARACTER SKETCH OF WASHINGTON

JAMES RUSSELL LOWELL

Soldier and statesman, rarest unison;  
 High poised example of great duties done  
 Simply as breathing, a world's honors worn  
 As life's indifferent gifts to all men born;  
 Dumb for himself, unless it were to God,  
 But for his barefoot soldiers eloquent,  
 Tramping the snow to coral where they trod,  
 Held by his awe in hollow eyed content;  
 Modest, yet firm as Nature's self; unblamed  
 Saved by the men his nobler temper shamed,  
 Never seduced through show of present good  
 By other than unsettling lights to steer  
 New trimmed in Heaven, nor than his steadfast mood  
 More steadfast, far from rashness as from fear;  
 Rigid, but with himself first, grasping still  
 In swerveless poise the wave beat helm of will;  
 Not honored then or now because he wooed  
 The popular voice, but that he still withstood;  
 Broad minded, higher souled, there is but one,  
 Who was all this and ours, and all men's—WASHINGTON.

(U. N. C. Extension Leaflets.)

[READING]

## 9. THE NAME OF WASHINGTON

DANIEL WEBSTER

We are met to testify our regard for him whose name is intimately blended with whatever belongs most essentially to the prosperity, the liberty, the free institutions, and the renown of our country. That name was of power to rally a nation in the hour of thick-thronging public disasters and calamities; that name shone, amid the storm of war, a beacon light to cheer and guide the country's friends; it flamed, too, like a meteor to repel her foes. That name, in the days of peace, was a loadstone, attracting to itself a whole people's confidence, a whole people's love, and the whole world's respect. That name, descending with all time, spreading over the whole earth, and uttered in all the languages belonging to the tribes and races of men, will forever be pronounced with affectionate gratitude by every one in whose breast there shall arise an aspiration for human rights and human liberty.

(U. N. C. Extension Leaflets.)

## 10. MAXIMS OF WASHINGTON

(Rules of Personal Conduct)

Think before you speak.

Speak not evil of the absent, for it is unjust.

Let your conversation be without malice or envy.

Let your discourse with men of business be short and comprehensive.

Be not apt to relate news if you know not the truth thereof.

Be not hasty to believe flying reports to the disparagement of any one.

Show not yourself glad at the misfortune of another, though he were your enemy.

Undertake not what you cannot perform, but be careful to keep your promise.

Associate yourself with men of good quality if you esteem your reputation, for it is better to be alone than in bad company.

When a man does all he can, though it succeeds not well, blame not him that did it.

Whatever is worth doing at all is worth doing well.

Every action in company ought to be with some sign of respect to those present.

Labor to keep alive in your breast that little spark of celestial fire called conscience.

## 11. SELECTIONS FROM WASHINGTON'S FAREWELL ADDRESS

This address is full of truths important at all times and particularly are they applicable to the present time. The selections made show the counsel and advice given which seemed expedient at that time to guide the national policy. Washington was in no sense an orator, but his strong good sense and sure grasp of situation made his words of weight and value.

### (1) The Moral Obligations of a Nation

"Observe good faith and justice toward all nations; cultivate peace and harmony with all. Religion and morality enjoin this conduct; and can it be, that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and, at no distant period, a great nation, to give mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevolence."

### (2) Cultivate a Sense of Justice

"Nothing is more essential than that permanent, inveterate antipathies against particular nations, and passionate attachments for others, should

be excluded; and that, in place of them, just and amicable feelings towards all should be cultivated. The nation which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave. It is a slave to its animosity or to its affection, either of which is sufficient to lead it astray from its duty and its interest."

### (3) Separate Foreign Commerce and Politics

"The great rule of conduct for us, in regard to foreign nations, is, in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop."

### (4) Avoid Permanent Foreign Alliances

"It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy. I repeat it, therefore, let those engagements be observed in their genuine sense. But, in my opinion, it is unnecessary and would be unwise to extend them."

### (5) Hope for the Future

"In offering to you, my countrymen, these counsels of an old and affectionate friend, I dare not hope they will make the strong and lasting impression I could wish—that they will control the usual current of the passions, or prevent our nation from running the course which has hitherto marked the destiny of nations. But if I may even flatter myself that they may be productive of some partial benefit, some occasional good—that they may now and then recur to moderate the fury of party spirit; to warn against the mischiefs of foreign intrigues; to guard against the impostures of pretended patriotism—this hope will be a full recompense for the solicitude for your welfare by which they have been dictated."

---

## 12. THE SHIP OF STATE

Thou, too, sail on, O ship of State!  
Sail on, O Union, strong and great!  
Humanity with all its fears,  
With all the hopes of future years,  
Is hanging breathless on thy fate!



We know what Master laid thy keel,  
What Workmen wrought thy ribs of steel,  
Who made each mast, and sail and rope,  
What anvils rang, what hammers beat,  
In what a forge and what a heat  
Were shaped the anchors of thy hope!  
Fear not each sudden sound and shock,  
'Tis of the wave and not the rock;  
'Tis but the flapping of the sail,  
And not a rent made by the gale!  
In spite of rock and tempest's roar,  
In spite of false lights on the shore,  
Sail on, nor fear to breast the sea!  
Our hearts, our hopes, are all with thee,  
Our hearts, our hopes, our prayers, our tears,  
Our faith triumphant o'er our fears,  
Are all with thee—are all with thee!

—*Henry Wadsworth Longfellow.*

PART TWO

THE SPIRIT OF AMERICA FIGHTING FOR THE  
FREEDOM OF THE WORLD

## CONTENTS

1. THE FREEDOM OF THE WORLD.
2. THE CHALLENGE. (Poem.)
3. A MESSAGE TO FRANCE.
4. BRITANNIA TO COLUMBIA. (Poem.)
5. AN INVOCATION. (Poem.)
6. PRESIDENT WILSON'S WAR MESSAGE.
7. AMERICA, MY COUNTRY. (Poem.)
8. PRESIDENT WILSON VOICES THE SPIRIT OF THE PEOPLE OF AMERICA.
9. THE ARMY—
  - (1) Soldiers of Freedom.
  - (2) "Lafayette, We Are Here!"
  - (3) America Offers Her Troops.
  - (4) Your Lad and My Lad.
  - (5) The Spirit of the American Soldier.
10. THE PART THE NAVY PLAYED IN THE WAR—
  - (1) Secretary Daniels.
11. THE AMERICAN RED CROSS IN WAR—
  - (1) The Red Cross Spirit Speaks. (Poem.)
  - (2) The Greatest Mother in the World.
  - (3) Meaning of Our Red Cross.
12. HOME SERVICE.

## PART TWO—THE SPIRIT OF AMERICA FIGHTING FOR THE FREEDOM OF THE WORLD

[READING]

### 1. THE FREEDOM OF THE WORLD

Again the call came to fight for Freedom. In 1914 Germany's military masters proclaimed to the world that Might makes Right. World dominion for the German Empire was the Kaiser's cry.

Belgium was the first to feel the tyrant's heel and stay his forward march.

She made her breast a shield, her sword a splendor.  
She rose like flame upon the darkened ways;  
So, through the anguish of her proud surrender  
Breaks the clear vision of undying praise.

(*Heart of All the World*, by Marion Smith. *Builders of Democracy*.)

Then France answered the call, singing—

To arms! To arms, ye brave!  
The avenging sword unsheathe!  
March on! March on! All hearts resolved  
On victory or death!

Golden, glorious France, the land of noble spirit, gladly gave her heroic sons to save the land of Lafayette.

"When the summer shall come again to the Western Front; when the blossoms shall whiten the slopes of Picardy, and the roses bloom in Alsace; when the eglantine shall rise over the battlegrounds of the Vosges, and the horse-chestnuts flaunt clusters over walls that the Boche once shelled; then shall the red poppies resurrect on the fields of Flanders their memories of the blood that men shed that the world might be free; and tell their message to all mankind that they who die for God and the right do not die in vain."

The liberty loving people of the British Isles took up the fight. Immediately her colonies joined with the Mother Country "to the last penny and the last man."

Shatter her beauteous breast ye may;  
The spirit of England none can slay!  
Dash the bomb on the dome of Paul's—  
Deem ye the fame of the Admiral falls?

Pry the stone from the chancel floor—  
 Dream ye that Shakespeare shall live no more?  
 Where is the giant shot that kills  
 Wordsworth walking the old green hills?  
 Trample the red rose on the ground.  
 Keats is Beauty while earth spins round!  
 Bind her, grind her, burn her with fire,  
 Cast her ashes into the sea—  
 She shall escape, she shall aspire,  
 She shall arise to make men free:  
 She shall arise in a sacred scorn,  
 Lighting the lives that are yet unborn;  
 Spirit supernal, Splendor eternal,  
 England!

(*A Chant of Love for England*, by Helen G. Cone. E. P. Dutton & Co.)

Beneath her sunny skies Italy's banner floated on the battlefield of freedom. She says of her soldiers:

Out of Rome they march as when  
 Scipio led his serried men,  
 While the cry of "Viva! Viva!"  
 Rings again and yet again.  
  
 Win they laurel wreath or rue,  
 We must feel that this is true,  
 That the ancient Roman valor  
 Thrills through Italy anew!"

(*Out of Rome*, by Clinton Scollard. *Patriotic Selections*. E. D. Shurter.)

Then America took up the fight, "for America is not the name of so much territory." It is a living spirit, born to serve mankind, and so beneath the Star Spangled Banner the American Nation became, once again. "Soldiers of Freedom."

---

## 2. THE CHALLENGE

Across the sea a challenge came  
 With roar of guns and flash of flame!  
 'Twixt Might and Right the line was drawn  
 And freedom's last great fight was on!



America that challenge heard!  
 Her answer all the world has stirred!  
 See! Streaming on the winds of France  
 Her flag and allied flags advance!  
 Nor will those allied flags be furled  
 Till freedom triumphs through the world.

—H. T. Suddreth.

(*The Spirit of Democracy*, by Lyman P. Powell. Rand-McNally Co.)

### 3. A MESSAGE TO FRANCE

To you, there in the van,  
 Thronging hundreds of France,  
 Who through dark mists march to the light,  
 Forging away toward the new dawning—

We come, we, the recruits,  
 Adding strength to your strength—  
 Youth to your youth—  
 That when the mists clear and dawn lightens  
     the wreck of the world,  
 We may join in rebuilding.

A French girl replies:

"It was only a little river, almost a brook; it was called the Yser.\* One could talk from one side to the other without raising one's voice, and the birds could fly over it with one sweep of the wings. And on the two banks there were millions of men, the one turned toward the other, eye to eye. But the distance which separated them was greater than the stars in the sky; it was the distance which separates right from injustice.

The ocean is so great that the sea gulls do not dare to cross it. During seven days and seven nights the great steamships of America, going at full speed, drive through the deep waters before the lighthouses of France come into view; but from one side to the other hearts are touching."

(*The Spirit of Democracy*, by Lyman P. Powell. Rand-McNally Co.)

\* Pronounced *Eeser*.

## 4. BRITANNIA TO COLUMBIA

Now fling them out to the breeze,  
 Shamrock, Thistle, and Rose,  
 And the Star Spangled Banner unfurl with these—  
 A message of friends and foes  
 Wherever the sails of peace are seen  
 And wherever the war wind blows.  
 A message to bond and thrall to wake,  
 For wherever we come, we twain,  
 The throne of the tyrant shall rock and quake,  
 And menace be void and vain,  
 For you are lords of a strong young land  
 And we are lords of the main.

(*U. N. C. Extension Leaflets.*)

---

## 5. AN INVOCATION

That little children may in safety ride  
 The strong, clean waters of Thy splendid seas;  
 That Antichrist be no more glorified,  
 Nor mock Thy justice with his blasphemies,  
 We come, but not with threats of braggart boasts,  
 Hear us, Lord God of Hosts!

That Liberty be not betrayed and sold.  
 And her sons prove worthy of the breed;  
 That Freedom's flag may shelter as of old,  
 Nor decorate the shrines of Gold and Greed.  
 We come; and on our consecrated sword  
 We ask Thy blessing, Lord.

That honor be among those priceless things  
 Without which life shall seem of little worth;  
 That covenants be not the sport of kings;  
 That freedom shall not perish from the earth,  
 We come: across a scarred and bloodstained sod,  
 Lead us, Almighty God!

—*Beatrice Barry.*

(*The Battle Line of Democracy.*)

[READING]

## 6. PRESIDENT WILSON'S WAR MESSAGE

"The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquests, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

"It is a fearful thing to lead this great, peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance.

"But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free people as shall bring peace and safety to all nations and make the world itself at last free.

"To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured.

"God helping her, she can do no other."

---

## 7. AMERICA, MY COUNTRY

America, my country, I come at thy call;  
I plight thee my troth and I give thee my all;  
In peace or in war I am wed to thy weal—  
I'll carry thy flag through the fire and the steel.  
Unsullied it floats o'er our peace-loving race,  
On sea nor on land shall it suffer disgrace;  
In rev'rence I kneel at sweet liberty's shrine:  
America, my country, command, I am thine!

America, my country, now come is thy hour—  
The Lord of hosts counts on thy courage and power;  
Humanity pleads for the strength of thy hand,  
Lest liberty perish on sea and on land.

Thou guardian of freedom, thou keeper of right,  
 When liberty bleeds we may trust in thy might,  
 Divine right of kings or our freedom must fall—  
 America, my country, I come at thy call!

America, my country, I answer thy call,  
 That freedom may live and that tyrants may fall;  
 I owe thee my all and my all will I give—  
 I do and I die that America may live.

—*Jens K. Grondahl.*

(E. D. Shurter, *Patriotic Selections*.)

(Music may be procured from *The School News*, September, 1918, Taylorsville, Ind.)

---

[READING]

## 8. PRESIDENT WILSON VOICES THE SPIRIT OF THE PEOPLE OF AMERICA

"For us there is but one choice. We have made it. Woe be to the man or group of men that seeks to stand in our way in this day of high resolution, when every principle we hold dearest is to be vindicated and made secure for the salvation of the nations. We are ready to plead at the bar of history, and our flag shall wear a new luster. Once more we shall make good with our lives and fortunes the great faith to which we were born, and a new glory shall shine in the face of our people.

"I accept the challenge. I know that you accept it. All the world shall know that you accept it. It shall appear in the utter sacrifice and self-forgetfulness with which we shall give all that we love and all that we have to redeem the world and make it fit for free men like ourselves to live in. This now is the meaning of all that we do. Let everything that we say, my fellow-countrymen, everything that we henceforth plan and accomplish, ring true to this response till the majesty and might of our concerted power shall fill the thought and utterly defeat the force of those who flout and misprize what we honor and hold dear.

"Germany has once more said that force, and force alone, shall decide whether justice and peace shall reign in the affairs of men, whether right as America conceives it or dominion as she conceives it shall determine the destinies of mankind. There is, therefore, but one response possible from us: Force, force to the utmost, force without stint or limit, the righteous and triumphant force which shall make right the law of the world and cast every selfish dominion down in the dust."

[HOW THE AMERICAN NATION HELPED TO WIN FREEDOM THROUGH THE WORK OF THE ARMY, THE NAVY, THE RED CROSS, AND HOME SERVICE]

## 9. THE ARMY

When America entered the war, on April 6, 1917, her effective fighting army was not above 300,000 men. People familiar with America's effort in raising armies had many misgivings. Could the United States raise and train and equip an army in time to stay the rush of the German hordes? The enemy was incredulous, the allies were in doubt, America was uncertain. American traditions were opposed to a conscript army, yet no volunteer system could supply the men rapidly enough. The earnestness with which we entered the war is shown by the fact that we had in operation a selective draft within two months after the declaration of war, although it had taken England more than two years to adopt it, even in the face of her great peril. General Enoch W. Crowder had made a lifetime study of the way armies had been levied in the past. He knew the source of the phalanxes of Alexander. He knew how the famous legions of Julius Cæsar were levied. So when the supreme moment came he was ready with a plan that was adopted by Congress and put into effective operation with the very least amount of friction.

President Wilson's proclamation called for the first registration on June 5, 1917. More than ten million men, between the ages of 21 and 31, registered for military service on that day. By the following October the sixteen great cantonments were ready, and the training process began. So rapidly did the recruiting of the army go forward that at the close of hostilities on November 11, 1918, America had 3,700,000 men under arms, and 2,053,000 of them had been transported over seas. Had the war continued till June of 1919, America would have had an army of 4,000,000 fighting men in France.

It was a surprise to our enemies and a marvel to our allies that America could recruit and transport across 3,000 miles of submarine-infested seas an army of such proportions in so short a time; not only this, but more than 1,300,000 fighting men were on the fighting front or behind the lines, ready to be moved up when the war ended. As fighters they proved the equal of any army in the field, and superior to the war-weary German divisions. They earned and received the praise of Haig and Foch and Pershing and aroused the admiration of all the allies with whom they came in contact and won the respect of their enemies. No such war effort has been made by any peaceful nation in so short a time.

General Pershing's report closes with this tribute: "Finally, I pay the supreme tribute to our officers and soldiers of the line. When I think of their heroism, their patience under hardship, their unflinching spirit of offensive action, I am filled with emotion which I am unable to express. Their deeds are immortal and they have earned the eternal gratitude of our country."



(1) **Soldiers of Freedom**

*To the Soldiers of the National Army:*

You are undertaking a great duty. The heart of the whole country is with you. Everything that you do will be watched with the deepest interest and with the deepest solicitude, not only by those who are near and dear to you, but by the whole nation besides. For this great war draws us all together, makes us all comrades and brothers, as all true Americans felt themselves to be when we first made good our national independence. The eyes of all the world will be upon you, because you are in some special sense the soldiers of freedom.

Let it be your pride, therefore, to show all men everywhere not only what good soldiers you are, but also what good men you are, keeping yourselves fit and straight in everything and pure and clean through and through. Let us set for ourselves a standard so high that it will be a glory to live up to it; and then let us live up to it and add a new laurel to the crown of America.

My affectionate confidence goes with you in every battle and every test. God keep and guide you!

—Woodrow Wilson.

(2) **“Lafayette, We Are Here!”**

France did nothing, absolutely nothing, to bring on this war. Her wealth and her beauty were her only offense, but upon these the Black Eagle cast lustful eyes. For forty years, with tireless energy and matchless skill the Imperial German Government converted every citizen into a soldier and every industry into an arsenal; and when the work was complete, when a vast empire had been forged into one living thunderbolt suddenly, without warning, and without cause, this thunderbolt was hurled at the devoted head of France. Under this awful impact France reeled and staggered back to the very gates of Paris, and then like a tigress about to be robbed of her whelps, she rallied all her strength, sprang at the invader's throat, and put up a fight that made all the world wonder. But despite the godlike heroism of her men and the godlike sacrifices of her women, the day came when France was bled white and starved thin. The Beast of Berlin was at her breast, and still too proud to cry aloud for help she turned wistful eyes to this young giant of the West, and I know that the soul of every true American leaped for joy when General Pershing stood in the city of Paris, under the shadow of a monument to Lafayette, and speaking for one hundred million American freemen said, “Lafayette, we are here!”

—Governor T. W. Bickett.

### (3) America Offers Her Troops

General John J. Pershing visited General Foch, the new supreme commander of the allied forces, on March 29, 1918, and placed all the men and resources of the United States at his disposal in the following words:

"I come to say to you that the American people would hold it a great honor for our troops were they engaged in the present battle. I ask it of you, in my name and in that of the American people.

"There is at this moment no other question than that of fighting. Infantry, artillery, aviation—all that we have are yours to dispose of them as you will. Others are coming which are as numerous as will be necessary. I have come to say to you that the American people would be proud to be engaged in the greatest battle in history."

### (4) Your Lad and My Lad

Down toward the deep-blue water, marching to throb of drum,  
From city streets and country lane the lines of khaki come;  
The rumbling guns, the sturdy tread, are full of grim appeal,  
While rays of western sunshine flash back from burnished steel.  
With eager eyes and cheeks aflame the serried ranks advance;  
And your dear lad, and my dear lad, are on their way to France.

A sob clings choking in the throat, as file on file sweep by,  
Between those cheering multitudes, to where the great ships lie;  
The batteries halt, the columns wheel, to clear-toned bugle call,  
With shoulders squared and faces front they stand a khaki wall.  
Tears shine on every watcher's cheek, love speaks in every glance;  
For your dear lad, and my dear lad, are on their way to France.

Before them, through a mist of years, in soldier buff or blue,  
Brave comrades from a thousand fields watch now in proud review;  
The same old Flag, the same old Faith—the Freedom of the World—  
Spells Duty in those flapping folds above long ranks unfurled.  
Strong are the hearts which bear along Democracy's advance,  
As your dear lad, and my dear lad, go on their way to France.

The word rings out; a million feet tramp forward on the road,  
Along that path of sacrifice o'er which their fathers strode,  
With eager eyes and cheeks aflame, with cheers on smiling lips,  
These fighting men of '17 move onward to their ships.  
Nor even love may hold them back, or halt that stern advance,  
As your dear lad, and my dear lad, go on their way to France.

—Randall Parrish.

## (5) The Spirit of the American Soldier

(A letter from "Somewhere in France")

The papers have been full of the achievements of "my" division, but just where we were, and what we did, I am not allowed to tell. Just remember, I was where the Hun struck the hardest, where he met his greatest surprise, and where he first started to run. I was in the direct path of the pride of the German army, and even though it be so very small, yet I, along with all the others, did my little part in causing the German offensive to be turned into the greatest of Allied victories.

But every one was happy, happy in the thought that they were fighting, and fighting a winning fight for God, country, and home. The spirit of the American soldier is the most wonderful sight of all. To daunt him is an impossibility; you cannot work him too hard; and with his faith in God he fears nothing; with death and destruction on all sides of him he can laugh at it all. Laugh because he knows he is right, and that whatever the cost, the reward is worth it. He has made his peace with God and is here to deliver the goods. He is not doing his "bit," but every day, every hour, he is doing his "all."

The bravest battle that was ever fought,  
 Shall I tell you where and when?  
 On the maps of the world, you'll find it not;  
 'Twas fought by the mothers of men.

Nay, not with cannon or battle shot,  
 With sword or nobler pen,  
 Nay, not with eloquent word or thought,  
 From the mouths of wonderful men.

But deep in the walled-up woman's heart,  
 Of women that would not yield,  
 But bravely, silently, bore her part,  
 Lo! there is the battlefield.

The above conveys to you my only trouble, my only worry. I know that each of you is worrying about me, and my prayer today is that you cease your worrying. I am taking my chance, 'tis true, but it is so small a chance, and if I should happen to be called, think what a call it would be, think of the victory, the personal victory that would be won.

I know you have fought your silent battles, from babyhood to the grave, and that you hate to see me go out, after all your years of toiling, struggling with me, to take my chance upon the field of battle. But, dear ones, my prayer today is, give me a thousand deaths upon the field of France, but God deliver me from the coward's heart which would make me stay at home. You have filled my veins with a blood which will not allow me to do less than my best; you have filled my soul with

a spirit which will not allow me to stay behind, and see others play my game. Yes, blood and spirit which cause me to glory in that God-given privilege of helping destroy the greatest menace to God and to man the world has ever known. So, on I go, with God as my guide and home my destination. Some day I will come back to you, but it will be only after my duty has been done. It may be hard on you, but no greater life can be lived, no grander death died.

---

## 10. THE PART THE NAVY PLAYED IN THE WAR

Here are some of the big things that Secretary of the Navy, Josephus Daniels, sets down as the accomplishment of the navy during the war. And if you were to ask him how it has been done, he would tell you that it is the result of good "team work." "Every man pulling with the other for the sake of the play and the team and the flag." That is the spirit of the Navy.

Now the American Navy has always been of first rate quality, but we want to notice particularly its growth and how it rose to the occasion or met the demands made upon it by the war.

On the day war was declared the enlistment and enrollment of the navy numbered 65,777. On the day Germany signed the armistice it numbered over seven times as many. It had increased to 497,030 men and women, for it became necessary to enroll patriotic women as well as men.

### IN EUROPEAN WATERS

Our naval forces have been stationed in European waters from the Mediterranean to the White Sea; at Corfu, Gibraltar, along the French Bay of Biscay ports, at the English Channel ports, on the Irish coast, in the North Sea and at Archangel. Without this service our forces at the front could not have carried on the successful work that they did.

### TROOPS CARRIED OVER SEAS

America had a big problem in the war that none of the other allies had to cope with. The battle ground was 3,000 miles away. There was the transportation of her men, munitions and supplies.

This required ships which she did not have. The merchant marine of the allies was already taxed in carrying munitions for the fighters and food for the people. She could not rely upon them. America, therefore, had to build ships, and build them on a scale never before attempted or even dreamed of. America was not ready for this demand, for she was not a ship building country before the war. But she proved herself

equal to the situation. This tax upon her brought into play her best efforts. It developed initiative and new methods were used which will leave their mark on future ship building.

### THE SUBMARINE

In addition to the building of ships and the transportation of soldiers, supplies and munitions, the German submarine had to be reckoned with. Our destroyers and patrol vessels waged unceasing war against the submarine, which accounts for the fact that our naval losses were comparatively small. Not one east-bound American transport was even damaged, and only three American troop ships were sunk on the return voyage.

#### (1) Secretary Daniels

It has been a source of gratification to the people of North Carolina that a native of this State, Secretary Josephus Daniels, should be at the head of the navy department during the recent war. At the beginning of his administration he was severely criticized by many reliable people. However, he kept steadily at his job, holding close to the idea that efficiency and democracy were not incompatible, even in the navy. If any tradition stood in the way of increased efficiency or of a wider opportunity to the enlisted men, the tradition had to get out of the way. Wine was removed from the ships, on the ground that our first line of defense should be entrusted to men with minds unclouded by strong drink. Schools were established for the enlisted men on the democratic principle that the door of opportunity should be flung wide for the enlisted men—making it possible for any one with the brains and energy to work himself up to any command. The old system of seniority promotion was abolished. Now men of brains of all ranks are considered for promotion without regard to length of service. Here is a strong motive for effort and it has told on the navy's efficiency. However, we might say that this new navy has been surcharged with the American spirit through the recognition of sobriety, education, effort and ability.

After this navy had stood the test of war, the great secretary can be judged out of the mouths of his former critics. Today no man in the service of the government is more uniformly recognized as having done his job well. Admiral George Dewey said that Josephus Daniels is the greatest secretary of the navy that America has had.

The secretary himself, in summing up the condition of the navy at the close of the war, made this modest statement: "Under the vast strain of war the navy has been adequate. It will continue to be adequate. Every man in the navy is a student. Every man is a fighter. Every man is on tiptoe to put the big game through with the rest of the team for democracy, patriotism and victory."



## 11. THE AMERICAN RED CROSS IN WAR

As soon as war flamed up in France the Red Cross began its work of rushing over hospital supplies. Enormous warehouses were established back of the battle lines and were kept filled with an unending stream of supplies, gauze and linen bandages made by the women of America, medicine, anesthetics, surgical instruments, and other things needed for the relief of suffering.

As most of the fighting was on French soil, it was France that had to bear the burden of caring for practically all of the wounded Allied soldiers. During the offensive of the spring of 1918 the wounded came piling back from the front so fast that the scantily equipped French hospitals could not possibly take care of them, and many of the soldiers merely had their wounds stuffed with paper. The Red Cross at once set about fitting these French hospitals properly, and furnished all, or most of the hospital supplies for about 4,000 of them. It also built many new hospitals and sanatoriums. Churches, barns, medieval castles, caves, and tents were all used for hospitals, so great was the need. Thousands of trained nurses and doctors were sent over by the American Red Cross.

### (1) The Red Cross Spirit Speaks

Wherever war, with its red woes,  
Or flood, or fire, or famine goes,  
    There, too, go I;  
If earth in any quarter quakes  
Or pestilence its ravage makes,  
    Thither I fly.

I kneel behind the soldier's trench,  
I walk 'mid shambles' smear and stench,  
    The dead I mourn;  
I bear the stretcher and I bend  
O'er Sammie, Pierre, and Jack to mend  
    What shells have torn.

I go wherever man may dare,  
I go wherever woman's care  
    And love can live,  
Wherever strength and skill can bring  
Surcease to human suffering,  
    Or solace give.

. . . . .

The cross which on my arm I wear,  
 The flag which o'er my breast I bear,  
     Is but the sign  
 Of what you'd sacrifice for him  
 Who suffers on the hellish rim  
     Of war's red line.

—*John Finley.*

(*The Liberty Reader*, by Sheridan. Publishers: Benj. H. Sanborn & Co.)

## (2) The Greatest Mother in the World

If the world does not learn unselfishness from the horrible catastrophe of war, every drop of blood spilled and every agony suffered by those who are making the world a better place to live in will have been in vain.

To give and give freely that our cause may be prosecuted with the utmost energy is the duty of every patriotic American citizen.

But to give is not all and means little, if we do not also support with every means in our power the wonderful work which is being accomplished by the Red Cross.

How much this work means is realized only by those who are giving their services at the front, and by those to whom those services are given. If you but knew a tithe of what they know, if you but saw with your own eyes the pain, the horror, and the suffering, you would forego every worldly pleasure to give—give—give.

The Red Cross is today the greatest mother in the world.

It is the mother of millions, while millions of mothers wait and pray at home.

When the world grows dark and the light of hope burns low—when the groping hand of a grown man—just a child again—reaches forth to seek a mate—the name “Mother” is murmured through hot, dry lips, and eyes that may never see again are once more brightened by a last, sweet vision of Her. It is then that, stretching forth her hands to all in need—to Jew or Gentile, black or white, knowing no favorite, yet favoring all—the Red Cross takes the place of mother in so far as that place can ever be taken by any one but mother herself.

Ready and eager to comfort at a time when comfort is most needed. Helping the little home that's crushed beneath an iron hand by showing mercy in a healthy, human way; rebuilding it, in fact, with stone on stone; replenishing empty bins and empty cupboards; bringing warmth to hearts and hearths too long neglected.

She's warming thousands, feeding thousands, healing thousands from her store—The Greatest Mother in the World—the RED CROSS.

(*Patriotic Selections*, Shurter.)

### (3) The Meaning of Our Red Cross

BY DR. H. N. MACCRACKEN

(President American Junior Red Cross Society)

The red in our cross stands for sacrifice, for giving life, as the warm, crimson blood gives life to the body. The cross has the same length on all four sides of its arms, to signify that it gives life equally to all, high or low, east or west. It stands alone, no words or markings on it, to show that the Red Cross workers have only one thought—to serve. They ask no questions, they care not whether the wounded be ours or of another people—their duty is to give, and to give quickly.

The Red Cross stands on a white ground, because real sacrifice can come only from pure hearts. Service must come, not from hate, but from love; from the noblest thoughts and wishes of the hearts, or it will fail. That is why children love this flag. It is drawing them by millions in the schools of our land, in a wonderful army of rescue under the President, to make, to save, to give for others. And some day the children of all lands, under the Red Cross, will teach the grown people the ways of understanding and of friendship—the beautiful meaning of the Red Cross which is echoed in their lives.

(*The Liberty Reader*, by Sheridan. Publishers: Benj. H. Sanborn & Co.)

---

## 12. HOME SERVICE

(BACKING UP THE SOLDIERS)

The service of the people who stayed at home made the victory of the "Soldiers of Freedom" possible. At their country's call, they rallied as to the sound of a trumpet.

### A PLACE FOR ALL IN THE ARMY OF SERVICE

The soldier and the sailor served fighting for Democracy.

The doctor and the nurse served by caring for the wounded.

The miner, the mechanic, and the farmer served by supplying coal, ships, munitions, food, etc., for carrying on the war.

The business and the professional man, in fact all of us, served by supplying money.

The housekeeper and the cook served by saving food and fuel.

The teacher served by training boys and girls to become good citizens.

Every patriotic American served by being loyal, by working, by saving, and by giving.

### "FIGHTING DOLLARS"

The call came for money. To muster millions of dollars, put them in khaki and send them to the fighting lines was America's great task. The volunteer spirit of the American people, the true spirit of victory, showed itself at once. They were asked for great loans to carry on the war. Rich and poor yielded up their earnings and their savings. There have been four loans—every time they were greatly over-subscribed. Almost seventeen billions has been raised—more money than all of us could count, if we should live to be a hundred years old and count continuously. This great sum poured in from all grades and classes; the waitress, the mail-carrier, the school teacher, the clerk, the store-keeper, as well as the ship-owner, the manufacturer and the banker, answered the call.

The War Savings Campaign was carried on in every State, every town, every home. Our boys and girls have learned their lesson of thrift, for where is there today the child who can not show his card filled with Thrift Stamps?

### FOOD FOR THE WORLD

Money was not by any means the only thing asked of the American people.

Mr. Hoover tells us:

"Our Allies are confronted with the grim specter of starvation, and if for no other reason they must be fed in our own defense. If they have to yield to Germany because of hunger, America alone will have to shoulder the burden of winning the world war. And so to save our Allies and their liberty and our own, we have pledged our youth, our wealth, our all.

"An army ill-fed cannot fight; people ill-nourished cannot maintain their armies; if the women and children cry for bread, the soldiers lose heart. If the bread line is lowered, the batter line breaks.

"Three times a day—at each meal—think of America's glorious privilege: To feed the world while it fights its way to freedom. Then remember that you are standing guard, that the opportunity to win this war for humanity is yours."

In answer to these words the whole country gladly saved the food needed to feed the world. Twelve million families signed pledges to observe the rules of the Food Administration. Hotels, restaurants, and clubs joined in, not for a week, but for many months.

Farmers everywhere, and people even with the tiniest gardens, helped in the struggle to provide more food; and when we know that war gardens counted six millions, who can measure the service of the people at home? This much we truly know, that it was this spirit of America "backing up her Soldiers of Freedom" that helped to win the victory "over there."

PART THREE

FREEDOM'S VICTORY--PEACE FOR THE WORLD



## CONTENTS

1. FREEDOM'S VICTORY.
2. BLUE STARS AND GOLDEN STARS. (Poem.)
3. TO GENERAL PERSHING. (Poem.)
4. TO PEACE WITH VICTORY. (Poem.)
5. A HYMN TO THE DAWN OF PEACE. (Poem.)
6. AT THE PEACE CONFERENCE.
7. THE LEAGUE OF NATIONS. (President Wilson's Address.)
8. THE LEAGUE OF NATIONS.
9. A VISION OF THE LEAGUE OF NATIONS. (Poem.)
10. TRIBUTE TO PREMIER CLEMENCEAU.
11. TRIBUTE TO PREMIER LLOYD GEORGE.
12. TRIBUTE TO WILSON.
13. FREEDOM IS KING. (Poem.)
14. THE "SPIRIT OF AMERICA" SPEAKS TO YOUNG AMERICA.
15. YOUR COUNTRY AND YOUR FLAG.
16. AMERICA THE BEAUTIFUL. (Song.)

## PART THREE—FREEDOM'S VICTORY—PEACE FOR THE WORLD

---

[READING]

### 1. FREEDOM'S VICTORY

November 11, 1918, is the day of days in modern history. On that day the armistice was signed, fighting ceased, and all the world knew that Germany had surrendered. To General Foch all honor is given for leading the allies to win the victory for Freedom. General Foch himself tells us that one week more of fighting would have caused the destruction of the German army. As a general he longed to see the enemy conquered in battle, but as a father, he remembered that it meant more precious lives lost, more sorrow for those whose loved ones were under his command, and that is why he agreed to sign the armistice. The brave men, living and dead, who fought on the battlefields of Europe, are today the greatest "Soldiers of Freedom," for they have given their lives to bring peace to the world.

---

### 2. BLUE STARS AND GOLDEN STARS

HENRY VAN DYKE

It was my lot of late to travel far  
Through all America's domain,  
A willing, gray-haired servitor  
Bearing the Fiery Cross of righteous war—  
And everywhere, on mountain, vale and plain,  
In crowded street and lonely cottage door,  
I saw the symbol of the bright blue star,  
Millions of stars. Rejoice, dear land, rejoice  
That God hath made thee great enough to give  
Beneath thy starry flag unfurled  
A gift to all the world—  
Thy living sons that Liberty might live.

It seems but yesterday they ventured forth,  
Boys of the East, the West, the South, the North,  
High-hearted, keen, with laughter and with song,  
Fearless of lurking danger on the sea,  
Eager to fight in Flanders or in France  
Against the monstrous German wrong,  
And sure of victory!

Brothers in soul with British and with French  
 They held their ground in many a bloody trench;  
 And when the swift word came  
 Advance!

Over the top they went through waves of flame—  
 Confident, reckless, irresistible,  
 Real Americans—  
 Their rush was never stayed  
 Until the foe fell back, defeated and dismayed.  
 O land that bore them, write upon thy roll  
 Of battles won  
 To liberate the human soul,  
 Chateau-Thierry and Saint Mihiel  
 And the fierce agony of the Argonne;  
 Yea, count among thy little rivers, dear  
 Because of friends whose feet have trodden there,  
 The Marne, the Meuse, and the Moselle.

Now the vile sword  
 In Potsdam forged and bathed in hell  
 Is beaten down, the victory given  
 To the sword forged in faith and bathed in heaven.  
 Now home again our heroes come;  
 Oh, welcome them with bugle and with drum,  
 Ring bells, blow whistles, make a joyful noise  
 Unto the Lord!  
 And welcome home our blue-star boys,  
 Whose manhood has made known  
 To all the world America  
 Unselfish, brave and free, the great Republic,  
 Who lives not for herself alone.

But many a boy we hold  
 Dear in our heart of hearts  
 Is missing from the home-returning host.  
 Ah, say not they are lost,  
 For they have found and given their life  
 In sacrificial strife;  
 Their service stars have changed from blue to gold!  
 That sudden rapture took them far away,  
 Yet they are here with us today,  
 Even as the heavenly stars we cannot see  
 Through the bright veil of sunlight  
 Shed their influence still  
 On our vexed life, and promise peace  
 From God to all men of good will.

What wreath shall we entwine  
 For our dear boys to deck their holy shrine?

Mountain laurel, manzanita,  
 Goldenrod and asters blue,  
 Yellow jasmine, silver pine,  
 Wild azalea, meadow rue,  
 Tiger lilies, columbine—

All the native blooms that grow  
 In these fresh woods and pastures new  
 Wherein they loved to ramble and play.

Bring no exotic flowers;  
 America was in their hearts,  
 And they are ours  
 Forever and a day.

O happy warriors, forgive the tear  
 Falling from eyes that miss you;  
 Forgive the word of grief from mother-lips  
 That ne'er on earth shall kiss you.  
 Hear only what our hearts would have you hear—  
 Glory and praise and gratitude and pride  
 From the dear country to whose cause you died.  
 Now you have run your race and won your prize,  
 Old age shall never burden you, the fears  
 And conflicts that beset our lingering years  
 Shall never vex your souls in Paradise,  
 Immortal, young and crowned with victory,  
 From life's long battle you have found release.  
 And He who died for all on Calvary  
 Has welcomed you, brave soldiers of the cross,  
 Into eternal Peace.

Peace, peace, O great and holy word!  
 Help us, dear God, to guard it with the sword.  
 We want a better world than that of old.  
 Lead us on paths of high endeavor  
 Toiling upward, climbing ever,  
 Ready to suffer for the right,  
 Until we reach at last a loftier height,  
 More worthy to behold  
 Our guiding stars, our hero-stars of gold.

### 3. TO GENERAL PERSHING

You led our sons across the haunted flood  
 Into the Canaan of their high desire—  
 No milk and honey there, but tears and blood  
 Flowed where the hosts of evil trod in fire  
 And left a worse than desert where they passed.  
 Your eyes were clear to see the snares that lay  
 Before those boyish feet that marched so fast—  
 Your heart and hands were strong to clean the way.  
 Now, now at last, back from the silenced guns,  
 Crowned by our blessings you shall lead our sons!

—*Amelia Josephine Burr.*

(*Literary Digest.*)

---

### 4. TO PEACE WITH VICTORY

I could not welcome you, O longed-for Peace,  
 Unless your coming had been heralded  
 By victory! The legions who have bled  
 Had elsewhere died in vain for our release.

But now that you come sternly, let me kneel  
 And pay my tribute to the myriad dead,  
 Who counted not the blood that they have shed  
 Against the goal their valor shall reveal.

Ah! what had been the shame, had all the stars  
 And stripes of our brave flag dropped still unfurled,  
 When the fair freedom of the weary world  
 Hung in the balance. Welcome then the scars!

Welcome the sacrifice! With lifted head  
 Our nation greets dear Peace as honor's right;  
 And ye the Brave, the Fallen in the fight,  
 Had ye not perished, then were honor dead!

—*Corinne Roosevelt Robinson.*

(*Literary Digest.*)



## 5. A HYMN TO THE DAWN OF PEACE

Awake! Awake! the stars are pale, the east is russet gray:  
They fade, behold the phantoms fade, that kept the gates of day;  
Throw wide the burning valves, and let the golden streets be free,  
The morning watch is past—the watch of evening shall not be.

Put off, put off your mail, ye kings, and beat your brands to dust:  
A surer grasp your hands must know, your hearts a better trust;  
Nay, bend aback the lance's point, and break the helmet bar,—  
A noise is on the morning winds, but not the noise of war!

Among the grassy mountain paths the glittering troops increase:  
They come! they come!—how fair their feet—they come that publish  
peace!

Yea, Victory! fair Victory! our enemies' and ours,  
And all the clouds are clasped in light, and all the earth with flowers.

Ah! still depressed, and dim with dew, but yet a little while,  
And radiant with the deathless rose the wilderness shall smile,  
And every tender living thing shall feed by streams of rest,  
Nor lamb shall from the fold be lost, nor nursling from the nest.

For aye, the time of wrath is past, and near the time of rest,  
And honor binds the brow of man, and faithfulness his breast,—  
Behold, the time of wrath is past, and righteousness shall be,  
And the Wolf is dead in Arcady, and the Dragon in the sea!

(Written by John Ruskin about the year 1865, but not published until 1891.)

---

## 6. AT THE PEACE CONFERENCE

(Extracts from President Poincaré's Address)

Gentlemen, France greets and thanks you for having chosen as the seat of your labors the city which for more than four years the enemy has made his principal military objective and of which the valor of the allied armies has victoriously defended against increasingly renewed offensives.

Permit me to see in your decision the homage of all the nations that you represent toward a country which more than any other has endured the sufferings of war, of which entire provinces have been transferred into a vast battlefield and have been systematically laid waste by the invader and which has paid the human tribute in death.

## NO SHARE IN THE CRIME

France has borne these enormous sacrifices, although she had not the slightest responsibility for the frightful catastrophe which has overwhelmed the universe. And at the moment when the cycle of horror is ending, all the powers whose delegates are assembled here may acquit themselves of the share in the crime which has resulted in so unprecedented a disaster. What gives you the authority to establish a peace of justice is the fact that none of the peoples of whom you are the delegates has had any part in the injustice. Humanity can place confidence in you because you are not among those who have outraged the rights of humanity.

## GREAT BRITAIN

Faithfully supported by her dominions and colonies, Great Britain decided that she could not remain aloof from a struggle in which the fate of every country was involved. She has made, and her dominions and colonies have made with her, prodigious efforts to prevent the war from ending in the triumph of the spirit of conquest and the destruction of right.

## TRIBUTE TO AMERICA

Thus, it was the extent of German ambitions that brought so many peoples, great and small, to align themselves against the same adversary. And what shall I say of the solemn resolutions taken by the United States in the spring of 1917, under the auspices of its illustrious President, Mr. Wilson, whom I am happy to greet here in the name of grateful France and, if you will allow me to say so, gentlemen, in the name of all the nations represented in this room.

## UNITED STATES PASSED SUPREME JUDGMENT

The intervention of the United States was something more, something greater than a great political and military event. It was a supreme judgment passed at the bar of history by the lofty consciences of a free people and their chief magistrate on the enormous responsibilities incurred in the frightful conflict which was lacerating humanity.

It was not only to protect itself from the audacious aims of German megalomania that the United States equipped fleets and created immense armies, but also and above all, to defend an ideal of liberty over which it saw the huge shadow of the imperial eagle encroaching further every day. America, the daughter of Europe, crossed the ocean to rescue her mother from the humiliation of the thralldom to save civilization.

## RESPECT FOR PEACE

It will lay down conditions concerning present or future adherence and, as it is to have for its essential aim the prevention as far as possible of the renewals of wars, it will, above all, seek to gain respect for the

peace which you will have established and will find it the less difficult to maintain in proportion as this peace will in itself imply the greater realities of justice and safer guaranties of stability.

By establishing this new order of things you will meet the aspirations of humanity, which, after the frightful convulsions of the bloodstained years, ardently wishes to feel itself protected by a union of free people against the ever possible revival of primitive savagery. An immortal glory will attach to the names of the nations and the men who have desired to coöperate in this grand work in faith of brotherhood and who have taken the pains to eliminate from the future peace causes of disturbance and instability.

You are assembled in order to repair the evil that has been done and to prevent a recurrence of it. You hold in your hands the future of the world. I leave you, gentlemen, to your grave deliberations and declare the conference of Paris open.

---

[READING]

## 7. THE LEAGUE OF NATIONS

Peace for the world is now the hope of all peoples.

In some happier future may the vision of Isaiah be fulfilled, "And nation shall not lift up sword against nation, neither shall they learn war any more."

Since "the heart of America shall interpret the heart of the world" let us hear President Wilson's words on maintaining the peace of the world through a League of Nations:

"If it be in deed and in truth the common object of the Governments associated against Germany and of the nations whom they govern, as I believe it to be, to achieve by the coming settlements a secure and lasting peace, it will be necessary that all who sit down at the peace table shall come ready and willing to pay the price, the only price, that will procure it; and ready and willing also, to create in some virile fashion the only instrumentality by which it can be made certain that the agreements of the peace will be honored and fulfilled.

"That price is impartial justice in every item of the settlement, no matter whose interest is crossed; and not only impartial justice, but also the satisfaction of the several peoples whose fortunes are dealt with. That indispensable instrumentality is a League of Nations formed under covenants that will be efficacious. Without such an instrumentality, by which the peace of the world can be guaranteed, peace will rest in part upon the word of outlaws, and only upon that word. For Germany will have to redeem her character, not by what happens at the peace table but by what follows.

"And, as I see it, the constitution of the League of Nations and the clear definition of its objects must be a part, in a sense the most essential part, of the peace settlement itself. It cannot be formed now. If formed now, it would be merely a new alliance confined to the nations associated against a common enemy. It is not likely that it could be formed after the settlement. It is necessary to guarantee the peace; and the peace cannot be guaranteed as an afterthought. The reason, to speak in plain terms again, why it must be guaranteed is that there will be parties to the peace whose promises have proved untrustworthy, and means must be found in connection with the peace settlement itself to remove that source of insecurity. It would be folly to leave the guarantee to the subsequent voluntary action of the Governments we have seen destroy Russia and deceive Rumania.

"But these general terms do not disclose the whole matter. Some details are needed to make them sound less like a thesis and more like a practical program. These, then, are some of the particulars, and I state them with the greater confidence because I can state them authoritatively as representing this Government's interpretation of its own duty with regard to peace:

"First. The impartial justice meted out must involve no discrimination between those to whom we wish to be just and those to whom we do not wish to be just. It must be a justice that plays no favorites and knows no standard but the equal rights of the several peoples concerned.

"Second. No special or separate interest of any single nation or any group of nations can be made the basis of any part of the settlement which is not consistent with the common interest of all.

"Third. There can be no league or alliances or special covenants and understandings within the general and common family of the League of Nations.

"Fourth. And more specifically, there can be no special, selfish economic combinations within the league and no employment of any form of economic boycott or exclusion except as the power of economic penalty by exclusion from the markets of the world may be vested in the League of Nations itself as a means of discipline and control.

"Fifth. All international agreements and treaties of every kind must be made known in their entirety to the rest of the world.

"Special alliances and economic rivalries and hostilities have been the prolific source in the modern world of the plans and passions that produce war. It would be an insincere as well as an insecure peace that did not exclude them in definite and binding terms.

"The confidence with which I venture to speak for our people in these matters does not spring from our traditions merely and the well-known principles of international action which we have always professed and followed. In the same sentence in which I say that the United States will enter into no special arrangements or understandings with particular nations let me say also that the United States is prepared to assume

its full share of responsibility for the maintenance of the common covenants and understandings upon which peace must henceforth rest. We still read Washington's immortal warning against "entangling alliances" with full comprehension and an answering purpose. But only special and limited alliances entangle; and we recognize and accept the duty of a new day in which we are permitted to hope for a general alliance which will avoid entanglements and clear the air of the world for common understandings and the maintenance of common rights."

---

## 8. THE LEAGUE OF NATIONS

- I. Q. Who will be included in the League of Nations?  
A. All the free peoples of the earth.
- II. Q. Will even the small nations have a voice in the transactions of this league?  
A. It is intended that every nation shall be heard in this democracy of nations, just as the humblest citizen in the State is equal before the law in our democracy of individuals.
- III. Q. Will a league of nations tend to prevent war?  
A. It is the hope of the peace conference to develop such a community of interest among the nations that each will be willing to surrender some of its sovereign rights for the common good, and in this way strive for coöperation rather than conflict.
- IV. Q. How will it tend to prevent war?  
A. When two nations begin a quarrel the league will step in and settle the difficulty between them in such a way that there will be no need of war. If a nation is seeking justice it will be satisfied. If it is seeking dominion it will be subdued.
- V. Q. In case a nation is determined to fight any way, what will the league do?  
A. The International police will take charge of the affairs of this nation until it becomes amenable to law just as a city policeman arrests an unruly citizen.
- VI. Q. Would a League of Nations limit the sovereignty of the nation entering it?  
A. It would limit to some extent the freedom of action of this nation in relation to the other nations, but it would not



affect in any way the sovereignty of a nation over its own people. Unless some power be surrendered to this league, it would not be able to enforce its decrees.

VII. Q. What affect would it have on the doctrine of the balance of power?

A. No two nations under the rules of the league would be allowed to form secret alliances—either offensive or defensive.

VIII. Q. How did the doctrine of the balance of power affect the policy of the nations on either side?

A. Each nation was trying to build up the strongest military power to strengthen its side. This placed a burdensome tax on the people. It also removed many strong men from the industries. It was said that every laborer in Europe carried a soldier on his back.

IX. Q. How would a League of Nations remove a burden from labor?

A. Armaments and armies would be limited in size and men would be set free to work in civil life. The enormous sums of money used for armament would be used to educate the children and to provide hospitals for the sick.

X. Q. Why would it be safe to limit armament under this league?

A. No nation would have to arm to protect itself from its neighbors. It would merely have sufficient military strength to insure domestic tranquillity.

XI. Q. Why do we favor this league?

A. So all the world can busy itself with the constructive work of the world and be free from the horrors of a destructive war.

---

## 9. VISION OF THE LEAGUE OF NATIONS

God of our fathers, with bowed heads we come  
 In this glad hour when the unscathed rejoices.  
 Strike Thou each little boaster awed and dumb  
 Before the flame of Pentecostal voices.  
 Our youth has stormed the hosts of hell and won;  
 Yet we who pay the price of their oblation  
 Know that the greater war is just begun  
 Which makes humanity the nations' Nation.

—*Private Willard Wattles.*

## 10. TRIBUTE TO PREMIER CLEMENCEAU

### President Wilson's Tribute at the Opening Session of the Peace Conference

It gives me great pleasure to propose as permanent chairman of the conference, Mr. Clemenceau, the president of the council.

I would do this as a matter of custom. I would do this as a tribute to the French republic. But I wish to do it as something more than that. I wish to do it as a tribute to the man.

France deserves the precedence not only because we are meeting at her capital and because she has undergone some of the most tragical suffering of the war, but also because her capital, her ancient and beautiful capital, has so often been the center of conferences of this sort, on which the fortunes of large parts of the world have turned.

It is a very delightful thought that the history of the world, which has so often centered here, will now be crowned by the achievements of this conference—because there is a sense in which this is the supreme conference of the history of mankind.

More nations are represented here than were ever represented in such a conference before. The fortunes of all peoples are involved. A great war is ended, which seemed about to bring a universal cataclysm. The danger is passed. A victory has been won for mankind, and it is delightful that we should be able to record these great results in this place.

But it is more delightful to honor France because we can honor her in the person of so distinguished a servant. We have all felt in our participation in the struggles of this war the fine steadfastness which characterized the leadership of the French in the hands of Mr. Clemenceau. We have learned to admire him, and those of us who have been associated with him have acquired a genuine affection for him.

Moreover, those of us who have been in these recent days in constant consultation with him know how warmly his purpose is set towards the goal of achievement to which all our faces are turned. He feels as we feel, as I have no doubt everybody in this room feels, that we are trusted to a great thing, to do it in the highest spirit of friendship and accommodation, and to do it as promptly as possible in order that the hearts of men may have fear lifted from them and that they may return to those purposes of life which will bring them happiness and contentment and prosperity.

Knowing his brotherhood of heart in these great matters, it affords me a personal pleasure to propose that Mr. Clemenceau shall be the permanent chairman of this conference.

## 11. TRIBUTE TO LLOYD GEORGE: MINISTER OF "WHAT-MOST-NEEDS-DOING"

"E's the bloke wot they gets to do wot no other bloke can't, or else is 'fraid to," was the way a Cockney publicist characterized Lloyd George.

Leading writers have succeeded in expressing their thoughts in diction somewhat more elegant and less obscure, but the Cockney hit the nail squarely on the head. For Lloyd George has both ability and courage—how high an order of each scarcely a day passes but furnishes new evidence—and his indeed have been, and will continue to be, the tasks that lack of "grasp" or nerve has made all other British statesmen of the day unequal to.

On the bridge of whatever craft that needs the most careful steering there will be found "the little Welch bloke wot they gets to do wot no other bloke can't," turning his keen and untroubled gaze home to the instant need of things and bringing his ship safe to port.

—*Freeman, in Review of Reviews.*

## 12. TRIBUTE TO PRESIDENT WILSON

### (1) King George Welcomes President Wilson to England

We welcome you to the country whence came your ancestors and where stands the homes of those from whom sprang Washington and Lincoln. We welcome you for yourself, as one whose insight, calmness, and dignity in the discharge of his high duties we have watched with admiration. We see in you the happy union of the gifts of a scholar with those of a statesman. You came from a studious, academic quiet into the full stream of an arduous public life, and your deliverances have combined breadth of view and grasp of world problems with the mastery of a lofty diction recalling that of your great orators of the past and of our own.

The American and British peoples have been brothers in arms, and their arms have been crowned with victory. We thank with all our hearts your valiant soldiers and sailors for their splendid part in that victory, as we thank the American people for their noble response to the call of civilization and humanity. May the same brotherly spirit inspire and guide our united efforts to secure for the world the blessings of an ordered freedom and an enduring peace.

### (2) President Wilson's Service to the World

"The world is ennobled by its visions. Progress is measured by dreams transformed into actions. The dream and the vision are the parents of thought. At every supreme crisis, when the structure of

civilization which men with bleeding hands have so painfully erected is in danger of destruction, there comes forward a man who gives a fresh impetus to thought and holds aloft ideals which are to their fellow-men their inspiration and their strength. The crisis broke upon the world, and the man was there—WILSON."

---

### 13. FREEDOM IS KING

God said, I am tired of kings,  
I suffer them no more;  
Up to my ear the morning brings  
The outrage of the poor.

Think ye I made this ball  
A field of havoc and war,  
Where tyrants great and tyrants small  
Might harry the weak and poor?

My angel—his name is Freedom—  
Choose him to be your king;  
He shall cut pathways east and west,  
And fend you with his wing.

—*Ralph Waldo Emerson.*

---

### 14. THE "SPIRIT OF AMERICA" SPEAKS TO YOUNG AMERICA

(Pupil dressed as Liberty speaks to boys and girls)

I am the Spirit of Freedom! I am the voice of Washington, the "Father of your country!" I am the voice of the "Soldiers of Freedom," who gave their lives that the world might be free. I am the voice of "Peace and Victory," calling you today!

Listen to my commands.

Boys and girls of America, your country needs you! Your country needs you to carry on her work. *You* are now the "Soldiers of Freedom." To be "Soldiers of Freedom" today means to love your country, to honor and respect your flag, to know what love of your country means. Young America, read again and again the message of the "Man Without a Country," for it is spoken to you.

To be "Soldiers of Freedom" you must obey promptly the laws of your country, and your community, must do the things your government calls upon you to do. You must *work for your community*—serve her, love her, make her the best place in which to live. And you, yourselves, boys and girls, to be truly "Soldiers of Freedom," must be the best and noblest boys and girls in the world.

Do I hear your answer to my call?

#### YOUNG AMERICA ANSWERS

(Four boys and four girls answer)

(1) Like Washington we will love truth and honor! Like him we will always be ready to answer our country's call!

(2) Strong bodies shall be ours. No more slackers in health for America!

(3)                      Every day in school,  
                              And every year in school,  
                              Shall surely be our rule.

For only educated boys and girls can make good citizens.

(4) We believe in honest labor, and while at school we will plan for the time when each of us shall have his own piece of work to do. We cannot serve unless we work, so we will train ourselves for some special kind of business, trade or profession.

(5) Since serving our community means trying to make it the best place to live, we pledge ourselves to work for good roads, clean towns, better houses, to make our homes fairer spots by planting trees and flowers; to grow victory gardens, and always to fly a clean flag over a clean school.

(6) We will save our money and buy Thrift Stamps and Victory Savings Stamps, for in this way we learn the lesson of saving.

For Thrift today,  
Goes a long way,  
In making a good citizen.

(7) We hear the call for help from across the seas. Money, food and clothes will we send to the starving, homeless people of Europe.

We are strong, they are weak,  
And so our help do they seek.

(8) Holding dear the memory of those who paid the price for Liberty, we will study the lives of our heroes. Each National holiday will we celebrate, and in our schoolrooms shall ever float the flag of the brave. May its stars shine brighter because we are the "makers of the flag" today.



(9) (All).—Spirit of America!

“Soldiers of Freedom” will we be,  
Serving and honoring only thee!

(10) “America the Beautiful” is then sung.

## 15. YOUR COUNTRY AND YOUR FLAG

“If you are ever tempted to say a word or to do a thing that shall put a bar between you and your country, pray God in His mercy to take you that instant home to His own heaven. Stick by your family, boy; forget you have a self, while you do everything for them. Think of your home, boy; write and send, and talk about it. Let it be nearer and nearer to your thoughts, the farther you have to travel from it; and rush back to it when you are free. And for your country, boy”—and the words rattled in his throat—“and for that flag”—and he pointed to the ship—“never dream a dream but of serving her as she bids you, though the service carry you through a thousand hells. No matter what happens to you, no matter who flatters you or who abuses you, never look at another flag, never let a night pass but you pray God to bless that flag. Remember, boy, that behind all these men you have to do with, behind officers, and government, and people even, there is the Country Herself, your Country, and that you belong to Her as you belong to your mother. Stand by Her, boy, as you would stand by your mother.”—*Edward Everett Hale*.

(From *The Man Without a Country*.)

## 16. AMERICA THE BEAUTIFUL

O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America!  
God shed His grace on thee,  
And crown thy good with brotherhood,  
From sea to shining sea!

O beautiful for pilgrim feet,  
Whose stern, impassioned stress  
A thoroughfare for freedom beat  
Across the wilderness!

America! America!  
 God mend thine every flaw,  
 Confirm thy soul in self-control,  
 Thy liberty in law!

O beautiful for heroes proved  
 In liberating strife,  
 Who more than self their country loved,  
 And mercy more than life!

America! America!  
 May God thy gold refine,  
 Till all success be nobleness,  
 And every gain divine!

O beautiful for patriot's dream  
 That sees beyond the years  
 Thine alabaster cities gleam  
 Undimmed by human tears!

America! America!  
 God shed His grace on thee  
 And crown thy good with brotherhood  
 From sea to shining sea!

—Katharine Lee Bates.

*(The Battle Line of Democracy.)*

Music will be found in the *One Hundred and One Best Songs*. It may also be sung to the tune of the hymn, "O Mother Dear, Jerusalem."

PLAY FOR PRIMARY GRADES

# THE COMING OF LIBERTY

NOTE. Mr. T. Wingate Andrews, Superintendent of Salisbury Schools, furnished the material for this play. It has been successfully presented in that school.

# THE COMING OF LIBERTY

---

## ACT I

### PROLOGUE

*Herald:* Back in the savage days of the Stone Age, man walked the earth armed with a club. "Might makes right" was the language of the club. And there was no appeal from this rule.

Centuries passed and the club was changed for other weapons, but still might made right. The strong could take from the weak, and the world was ruled by force.

Then, from different quarters of the earth voices were raised that shouted for "Justice," "Freedom," "Liberty." And as time went on other voices in other lands echoed back their call until they made a mighty sound, and the cry of "Might makes right" grew less.

The whole history of America is the story of the struggle of a people for Liberty. Our play will show you some scenes from the beginning of that struggle.

### SCENE I.—LIBERTY OR DEATH

#### Virginia Assembly

*A Member:* Mr. President, I think the resolutions before the house are dangerous. They propose to raise an army to resist the laws of England. This means war, and we are not prepared for war. We are weak and unable to cope with so strong an enemy.

*Another Member:* Mr. President, I am opposed to the resolutions until we have tried all peaceful means of settlement. Let us petition Great Britain to repeal her unjust laws. Let us not shed blood so long as there is any hope of avoiding war.

*Patrick Henry:* Mr. President, this is no time for ceremony. The question before the house is nothing less than a question of freedom or slavery. We have petitioned, but our petitions have been slighted, and we have been spurned from the foot of the throne. There is no longer any room for hope.

If we wish to be free, we must fight! I repeat it, sir, we must fight! They tell us we are weak, unable to cope with so strong an enemy. But when shall we be stronger? Sir, we are not weak. Three millions of people, armed in the holy cause of liberty, are invincible. Besides, sir, there is a just God who will raise up friends to fight our battles for us. I repeat, sir, let it come. The war is inevitable; let it come. Is life so dear or peace so sweet as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty, or give me death! (*Great applause.*)



*President:* I call for a vote on the resolutions. All who favor the resolution will vote "Aye."

(*All vote "Aye," with great demonstration.*)

## SCENE II.—FREEDOM AND EQUALITY

### Independence Hall

*Characters:—*

John Hancock, Chairman.

John Adams.

Thomas Jefferson.

Benjamin Franklin.

Robert Morris.

A Chaplain, and at least eight others.

*John Hancock:* Mr. Secretary, read the Declaration.

*Thomas Jefferson:* (*Rises and addresses the Chair, then reads*): We hold these truths to be self-evident, that God has created all men free and equal and endowed them with the right to life, liberty, and the pursuit of happiness. Therefore, we, the representatives of the United States of America, declare that these United Colonies are and of right ought to be free and independent. And to support this Declaration we pledge our lives, our fortunes, and our sacred honor.

*Member:* Mr. Chairman, I move the adoption of the Resolutions.

*Member:* Mr. Chairman, I second the motion to adopt.

*John Hancock:* All who favor the adoption of the Resolutions will vote "Aye." (*All vote "Aye" with great demonstration.*)

*Hancock:* I shall be the first to sign the Declaration, and I want to write my name so large that the King of England can read it without his spectacles. (*All sign.*)

*John Adams:* Gentlemen, we have signed a paper which will make us free, but we must all hang together.

*B. Franklin:* Yes, or we shall all hang separately.

*Hancock:* Let us not leave this place until we have asked the blessing of God upon what we have done. We will now be led in prayer by the Chaplain.

*Chaplain:* Almighty God, we are fighting for Liberty. Help us to make America a free country, and grant us in the end the blessing of peace. Amen. (*All standing with bowed heads repeat, "Amen."*)

## SCENE III.—OUR FIRST FLAG

*Characters:—*

George Washington.

His friend, Robert Morris.

Betsy Ross.

## PART I

*Betsy is seated on a low chair sewing. A knock is heard.*

*Betsy Ross:* Come in! (*Enter George Washington and Robert Morris.*)

*George Washington (bowing):* Is this Mrs. Betsy Ross?

*Betsy Ross:* Yes.

*George Washington:* I am George Washington, and this is my friend, Robert Morris. (*Both bow.*)

*Betsy Ross (rising in haste and courtesying):* What can I do for you, sirs?

*George Washington:* We want you to make a flag for our country. I have a little drawing here which may help you.

*Betsy Ross:* What colors is it to be?

*George Washington:* Red, White and Blue. Do you think that will make a pretty flag?

*Betsy Ross:* Yes, I think it will, but I think five-pointed stars would be prettier than this six-pointed one which you have drawn. Do you not think so?

*George Washington:* I do not know, I have never seen a five-pointed star.

*Betsy Ross:* It is very easy to make. See, I fold it like this and make it with one clip of the scissors.

*George Washington and Robert Morris:* That is very pretty. Make five-pointed stars.

*Betsy Ross:* Did you bring the goods?

*George Washington:* No. I am very sorry that our country is so poor. We have no money with which to buy it. I thought that you might have something that would do. Haven't you?

*Betsy Ross (thinking):* Let me think. I have an old red flannel petticoat.

*George Washington:* And I have an old blue army coat.

*Robert Morris:* And I have an old white shirt.

*Both:* Do you think that would do?

*Betsy Ross:* I will try to make it do. Send them to me this afternoon and I will try to have it for you tomorrow afternoon.

*Both (bowing):* Good afternoon, Mrs. Ross. (*They go out.*)

## PART II

(*Betsy sits and sews for a few minutes and apparently finishes the flag and folds it up and puts it in her work basket. She is sewing on white goods when a knock is heard.*)

*Betsy Ross:* Come in.

*Both (bowing):* Good day, Mrs. Ross. Is the flag done?

*Betsy Ross (courtesying):* Yes, sirs. I will show it to you (*She unfolds it.*) How do you like it?

*Both:* It is very pretty indeed. (*She folds it and hands it to them.*)

*Both:* Thank you very much, Mrs. Ross. We are sorry we cannot pay you.

*Betsy Ross:* It was a pleasure to do it for our country. (*All bow.*)  
(*Primary Education, February, 1913.*)

#### SCENE IV—LIBERTY AND HER HELPERS

*Characters:—*

Liberty.

George Washington.

Patrick Henry.

Thomas Jefferson.

Paul Revere.

Lafayette.

*Liberty:* I come only to those who love me and are willing to die for me. My helpers, come forth. First, I call him who is "First in war, first in peace, and first in the hearts of his countrymen."

*All:* George Washington. (*Comes forward and takes his place.*)

*Liberty:* Next I call for him who said, "Give me Liberty or give me death!"

*All:* Patrick Henry. (*Takes his place.*)

*Liberty:* And where is he who said, "All men are created free and equal"?

*All:* Thomas Jefferson. (*Takes his place.*)

*Liberty:* Next, I call my messenger who rode through the night to warn the people against their enemy and mine.

*All:* Paul Revere. (*Comes forward and takes his place.*)

*Liberty:* I see among you a gallant knight who came across the ocean to fight for me.

*All:* Lafayette. (*Advances.*)

*Liberty:* If your country ever needs me and my helpers, call upon us and we will come to your aid.

And now, friends and helpers all, you have fought a good fight for me. Your children will be called upon to make a greater fight, but be happy for a season, for now I leave my peace with you. (*Exit.*)

(*All join in Minuet.*)

#### ACT II

##### PROLOGUE

*Herald:* The savage spirit in man dies hard. Four years and more ago it arose again in Germany and tried to conquer the world. Nation after nation sent its army to put down the tyrant. Belgium, France,

England, Russia, and Italy called upon America to help crush out forever the rule that "Might makes right."

The second act of our play will show you how Liberty and her helpers answered the call.

## SCENE I—LIBERTY'S RESPONSE TO THE CALL FOR HELP

*Characters:—*

Liberty.

Belgium.

France.

England.

Russia.

Italy.

*Belgium: (National air on Victor or Piano.)* We held the German Army for fourteen days, until France could get ready. Our families are broken up. Our children are scattered. Our homes are destroyed. Your help has saved our broken and trampled little nation.

*France: (National air on Victor or Piano.)* For four years and more the sons of beautiful France fought for home and Liberty. In the name of Lafayette and Liberty you answered our call to you for help.

*England: (National air on Victor or Piano.)* We were slow in our land work, for we did not have a large army, but our Navy kept the German fleet in the Baltic Sea and made the ocean free for all the ships of the world. A great many of our ships were destroyed. We needed more ships and more food. You answered the call.

*Russia: (National air on Victor or Piano.)* We have been talked about by friend and foe, but we have done the best we could. Teach us how to live.

*Italy: (National air on Victor or Piano.)* Three hundred thousand men who marched out under this flag were taken prisoners, but we still fought for our homes and freedom. You supplied us with food, clothing, men and ammunition to help us fight.

## SCENE II

*(Star Spangled Banner on Victor or Piano. Allies arranged to left and right of stage, with Liberty in center. All stand and sing first stanza.)*

*Liberty:* I, Liberty, great symbol of a great nation, am the bright star of a brave people's hope. I stand for Democracy, the right of the people to rule. With me shall come the ending forever of kings and emperors. The sons of this Nation went forth as the knights of old to help our friends across the seas. We fought

For Freedom—not for fame,  
For duty—not for glory.

I now send forth my call for friends and comrades who helped at home and abroad to win a better America, a truer and wider brotherhood of man.

*(Enter helpers, who kneel before Liberty.)*

NOTE.—Helpers should wear appropriate costumes.

*Liberty:*

To Farmers.

Ye rigid Plowmen, bear in mind  
Your labor is for future hours.  
Advance! Spare not! nor look behind!  
Plow deep and straight, with all your powers.

To Housekeepers:

Food is Ammunition—Don't waste it.  
On bravely through the sunshine and the showers,  
Time hath his work to do, as we have ours.

To Inventors:

Ye have wrought well in the realm of science. The skill of brain shall  
dethrone brute strength.

To Knitters:

Small service is true service while it lasts.

To Soldiers:

You stand for Justice. Your glory is in duty well done.

To Sailors:

Strength to the brave upon the wave, the gallant fearless tar.

To Red Cross Nurses:

You stand for Mercy.  
Ready, let come what may;  
Ready to die or live,  
Ready to work each day,  
Ready to heal and forgive.

*(All rise and stand before Liberty, who addresses them.)*

*Liberty:*

Strongest army of all  
That ever old Earth saw,  
Heeding the carnage call,  
Keeping the Higher Law,  
Band after eagle band,  
From colleges, fields, and marts,  
They go with sword in hand,  
And Peace, Peace, Peace in their hearts.



*All:* I pledge allegiance to my flag and to the republic for which it stands, one Nation indivisible, with Liberty and justice for all.

*Liberty:* (*Speaks the words to "The Battle Hymn of the Republic" while music is played softly.*)

At the close Liberty leads off, followed by the Allies and American Helpers.

(Teachers may use this entire play or scenes from it.)

## SONGS FOR PATRIOTIC EXERCISES

(The songs mentioned here may be found in "Song Collection," issued by the State Department of Education.)

### Primary Grades

1. Left, Right.
2. Soldiers.
3. I'm a Soldier.
4. A Song from the Shore.

### Intermediate Songs

1. Our Flag.
2. The Sailor.

### National Songs

1. The Star-spangled Banner.
2. Columbia, the Gem of the Ocean.
3. Battle Hymn of the Republic.
4. Marseillaise.
5. America.



# Program

## Washington's Birthday—Armenian-Syrian Relief Celebrated February 22, 1919

---

### PUBLIC SCHOOLS OF NORTH CAROLINA

---

#### LETTER FROM STATE CHAIRMAN TO SUPERINTENDENTS, TEACHERS AND CHILDREN OF THE PUBLIC SCHOOLS

(To be read by Teacher.)

Just as I was laying down my work as Superintendent of Public Instruction for the needed rest for which I yearned, strangely there came to me the call to take the State Chairmanship of the Campaign to raise \$200,000 in North Carolina—the State's quota of the \$30,000,000 to be raised in the United States for the relief of the Armenians and Syrians. After careful investigation, this cause seemed so worthy, the need of these poor, persecuted, suffering, helpless people so great, and the duty of North Carolina to raise its quota for their relief so manifest and urgent, that my conscience would not let me decline.

I was encouraged to undertake this work because I felt sure that I could rely on the hearty help of the teachers and children of North Carolina, whose hearts are always responsive to every deserving cry of human need.

State Superintendent Brooks has given his hearty indorsement to this campaign, and has kindly incorporated in his Washington's Birthday Bulletin this brief program for Armenian-Syrian relief.

In the name of these four millions of the neediest of the war sufferers, four hundred thousand of whom are helpless orphans, most of whom must starve, freeze, die unless we help, I appeal to you, my friends and my former coworkers in the greatest of all causes for the uplift and salvation of humanity to give prominence to this program, to give publicity through the children to this campaign in every home in your school district, to coöperate with the county chairman of the campaign in your county and his coworkers in distributing literature and in raising your county's quota.

We have nobly done our part in winning this war and freeing the world. Let us not grow weary in well doing until we have done our full duty in helping to feed and clothe, and thereby save these neediest and most helpless of those who have been set free.

J. Y. JOYNER,  
*State Chairman Armenian-Syrian Relief.*

## A PROCLAMATION

For more than three years American philanthropy has been a large factor in keeping alive Armenian, Syrian, Greek, and other exiles and refugees of Western Asia.

On two former occasions I have appealed to the American people in behalf of these homeless sufferers, whom the vicissitudes of war and massacre had brought to the extremest need.

The response has been most generous, but now the period of rehabilitation is at hand. Vastly larger sums will be required to restore these once prosperous, but now impoverished, refugees to their former homes than were required merely to sustain life in their desert exile.

It is estimated that about 4,000,000 Armenian, Syrian, Greek and other war sufferers in the Near East will require outside help to sustain them through the winter. Many of them are now hundreds of miles from their homeland. The vast majority of them are helpless women and children, including 400,000 orphans.

The American Committee for Relief in the Near East is appealing for a minimum of \$30,000,000 to be subscribed January 12-19, 1919, with which to meet the most urgent needs of these people.

I, therefore, again call upon the people of the United States to make even more generous contributions than they have made heretofore to sustain through the winter months those who, through no fault of their own, have been left in a starving, shelterless condition, and to help reestablish these ancient and sorely oppressed people in their former homes on a self-supporting basis.

29 November, 1918.

WOODROW WILSON.

## PROGRAM

*Prayer*—Thanksgiving for America's freedom as secured by the sacrifices made by George Washington and his valiant armies; for the prosperity that makes possible the work of saving the starving millions in Armenia and Syria.

*Song*—By the school.

Responsive readings.

*Leader*—What is the Armenian-Syrian Relief Campaign?

*School*—It is a campaign to raise \$30,000,000 in the United States to save the lives of more than three millions of starving people in Armenia and Syria.

*Leader*—Why are these people homeless and starving?

*School*—They are homeless and starving because the Turks have driven them out of their homes, stolen their property, and murdered many of the men and boys, leaving the women and children at the mercy of the world.

*Leader*—By whom is this campaign indorsed?

*School*—By President Wilson, former Ambassador Morgenthau, former President Taft, and other leading American citizens. (Read President Wilson's proclamation printed in this program.)

*Leader*—Who are the Armenians?

*School*—A Caucasian or white people living in Turkey.

*Leader*—Are they Mohammedans, as are the Turks?

*School*—They are Christians of unexcelled fidelity. Though for centuries subject to the Turk, they have kept the faith.

*Leader*—How long have they been Christians?

*School*—Theirs is the oldest of National Christian churches. It was established in 301 by Gregory, the Illuminator.

*Leader*—Other than a faith that has held them true in spite of atrocious oppression, what are their chief characteristics?

*School*—Peaceableness, thrift and business acumen.

*Leader*—Why do they need relief?

*School*—Their property has been taken from them by the Turks, who have also driven them into exile and slain them by thousands. Indeed, it is probable that the nation, which at the opening of the war perhaps numbered six millions, has now lost a couple of millions of lives. They face starvation for no other fault than that they got in the way of the brute force exerted in behalf of the Turkish synonym for kultur.

*Leader*—Besides feeding them, what is to be done for them?

*School*—The Allies will make of them an independent nation, and furnish farm implements and seeds to make them self-supporting.

*Leader*—Why must America take the lead in this relief?

*School*—Our Allies will have all they can do to feed their own people. If we do not respond to their call for help, thousands, even millions, of the oldest Christian peoples will perish.

*Leader*—How much will it cost to keep a child alive for a day?

*School*—Seventeen cents will save the life of a child, and it takes only five dollars to keep one person alive for a whole month.

*Leader*—Do you know of any place in the world where people are now starving?

*School*—In Armenia and Syria four million people are starving.

*Leader*—How many of these are homeless orphans?

*School*—Four hundred thousand of the starving ones are children without parents.

*Leader*—What has become of the parents of these four hundred thousand children?

*School*—The fathers have been massacred by the Turks, and the mothers have died for want of food.



*Leader*—How can the lives of these little sufferers be saved?

*School*—Only by the people of America sending them food and clothing and making homes for them.

*Leader*—What will the school children do to help save the children of Armenia?

*School*—The school children of North Carolina will share with the orphans of Armenia everything they have, and will work to secure money for relief work in the land where Christ was born and crucified. They will ask their parents to make as liberal contribution as possible during the drive, February 21-28.

*Leader*—What kind of government is there in Armenia and Syria?

*School*—There is no organized government there, and the people are dependent on American charity for their existence.

*Leader*—Where are the larger portion of these starving people now located?

*School*—They are wandering about the old Bible lands, with no homes, and no hope except through the charity of America. They are even in Bethlehem, where Jesus was born, and in all the places where He ministered to the sick and the poor.

*Leader*—Who tells us that we must help the hungry Armenians?

*School*—Jesus while on earth told us that we must feed His children, and that when we give them food, we also give food to Him.

### “FEED MY SHEEP”

(To be Recited in Schools.)

“Oh, come and help us or we die!”  
From far Armenia comes the cry.  
The starving children, wan and pale  
Add their faint voices to the wail.  
America, that blessed land,  
Must reach to them a helping hand.  
No babe shall ever vainly call  
For bread, nor eat the crumbs that fall  
From tables in this land of gold—  
All, all are of the same sheepfold.  
The hungry mother’s plaintive plea  
Is borne to us across the sea;  
It bears a message of despair,  
Of grief, of pain, of tears, of care.

\* \* \* \* \*

Shall babes, abandoned, die alone?  
Ask us for bread, receive a stone?  
Must mother hear the piteous cry  
Of starving child, then watch it die  
For lack of just one bite of bread,  
Then to the carrion leave her dead?

But no! Our gold and food will save  
The little ones to whom God gave  
Their lives, their souls, their right to live—  
No more to *you* had He to give.  
And Jesus charged us that we keep  
Close vigil o’er His lambs, His sheep.  
And when *you* help a child in need  
’Tis Christ receives the gift, indeed.

The charge He gave us we must keep—  
“If ye love *me*, then feed my sheep.”

—*Ralph Runyan.*

# North Carolina Day

---

## Aycock School Improvement Day

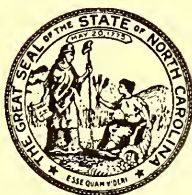
### PROGRAM OF EXERCISES

FRIDAY, DECEMBER 19

1919

*"The equal right of every child born  
on earth to have the opportunity to  
burgeon out all there is within him."*

CHARLES B. AYCOCK.



JOINT RESOLUTION FOR THE PROPER OBSERVANCE OF THE SIXTIETH BIRTHDAY OF CHARLES BRANTLEY AYCOCK IN THE PUBLIC SCHOOLS OF THE STATE.

*Resolved by the Senate, the House of Representatives concurring:*

Whereas the people of North Carolina have just registered by an overwhelming majority their approval of a change in the Constitution of the State to increase the minimum school term in every public school district from four to six months; and

Whereas the State should recognize that the triumph of this measure is due in no small degree to the labors of the late "Educational Governor of North Carolina," Charles Brantley Aycock; and

Whereas it is desirable, in order further to strengthen and develop our public school system, that the patrons of the schools should assemble and counsel together from time to time on matters relating to the best interests of the schools: Therefore, be it

*Resolved:*

SECTION 1. That the State Superintendent of Public Instruction is hereby authorized and empowered to arrange for the observance by all patrons and pupils of all public schools in this State in November of this year the sixtieth anniversary of the birth of Charles Brantley Aycock, on such date as may be selected by such State Superintendent of Public Instruction, to be known as "Aycock School Improvement Day"; and to publish programs, circulars, pamphlets, suggesting ways and means whereby the local school may lengthen its term, increase the number of its teachers, improve and beautify its building and grounds and enrich the life of the community.

SEC. 2. That on this day the school officials in each school district shall receive offerings from citizens and pupils for the erection of the proposed monument to the late Charles B. Aycock, which funds shall be turned over for that purpose to the State Treasurer, treasurer of the "Aycock Memorial Fund."

SEC. 3. That Arbor Day exercises in one thousand nine hundred and nineteen shall be observed as a part of the program of "Aycock School Improvement Day" instead of on the date usually set apart for that purpose.

Ratified this 10th day of March, A. D. 1919.

## PREFACE

The last General Assembly by a unanimous vote authorized the State Superintendent of Public Instruction to set apart a day in November, or such date as may be selected by him, to be known as "Aycock School Improvement Day." Since a large number of schools are just opening in November, it was deemed advisable to set apart a day in December and combine "Aycock School Improvement Day," "North Carolina Day," and "Arbor Day." December 19th, therefore, is set apart as the most suitable date for commemorating the services of the late Governor Charles B. Aycock, and for taking an inventory of our educational assets and planning for the future.

We are now entering an educational era that has large possibilities for the children of the State, the Constitutional Amendment, the new school machinery, and the unprecedented enthusiasm for education should cause patriotic people everywhere to pause one day and pay a tribute to the one man who is most responsible, perhaps, for this new day. All the people of the community should be invited to attend the exercises on this day and to help make it a success.

The program has been arranged so as to devote the first part to a review of the services of Charles Brantley Aycock, our Educational Governor, the second part to the ways and means of improving the public school system, and the third part to the need of planting and preserving trees. The three furnish ample material for an excellent program for a School Improvement Day, and the teacher should select material from this bulletin so as to make a well unified program that will make School Improvement Day the central theme.

Before the day appears, teachers should urge the children to be prepared to make a contribution on "Aycock School Improvement Day" to the "Aycock Memorial Fund." The treasurer of that fund has now in hand about \$10,000 and the desire is to raise through the schools at least \$5,000 more. Each county can easily determine its proportional part by finding that county's per cent of the total number of children of the State. It should contribute that same per cent of \$5,000. The committee having in charge the Aycock Memorial is sure of raising the remaining amount necessary to erect a suitable monument if the children will contribute at least \$5,000.

The children of the State will be glad to help raise this fund when they are led to see why they should contribute to it, since in this way they will honor the man who has had much to do in making the present school system possible for them.

Principals and superintendents, therefore, are urged to present this matter to the teachers and distribute the bulletins as soon as possible, in order that the teacher may have ample time to make preparations.

The State Superintendent of Education was assisted in preparing this bulletin by Dr. E. W. Knight, of the University; Mr. R. D. W. Connor, Secretary to the Historical Commission; Dr. J. S. Holmes, of the University, and Dr. Clarence Poe, Editor of the *Progressive Farmer*.

# CONTENTS

---

	PAGE
A Suggested Program.....	5
Song—"America" .....	6
PART I. CHARLES BRANTLEY AYCOCK.	
1. His Education .....	7
2. Aycock as a Private Citizen.....	9
3. The Educational Governor.....	10
4. Universal Education .....	11
5. Educational Progress Under Aycock.....	12
6. Last Years and Death.....	12
7. How the State Has Changed.....	13
8. "Carolina" .....	14
9. Why Children Should Honor His Memory.....	14
PART II. FUTURE PROGRESS.	
1. In the Towns and Cities.....	15
2. Some Tests of Progress for Your Town.....	15
3. In the Rural Districts.....	15
4. Some Tests of Progress for Your County.....	16
5. Song—"Ho! for Carolina".....	18
6. Where Information May be Secured.....	19
PART III. PLANTING AND PRESERVING TREES.	
1. Why Schools Should Plant Trees.....	20
2. Planting Memorial Trees.....	20
3. Selecting Memorial Trees.....	21
4. Recitation—"Plant a Tree".....	22
5. Dedication of the Tree.....	23
6. How to Select Trees for Planting.....	23
7. Planting Trees .....	24
8. Three Little Trees.....	25
9. Which Shall It Be?.....	26
10. Suggestions for Correlation of Tree Study With Other School Work	27
11. "The Old North State".....	28



## A SUGGESTED PROGRAM

1. Song—"America."
2. Opening prayer by some minister if possible.
3. Purpose of the day, talk by the teacher or principal in charge.
4. Selections from the life of Charles Brantley Aycock by pupils, to be read, declaimed, or recited.
5. Some evidences of progress in the town or county. (See Part II, pages 15 and 16, Some Tests of Progress.)
6. Selections from Part III on the use of trees in improving the school.
7. Why children should honor Aycock's memory.
8. Address on the Life of Charles Brantley Aycock.
9. Collection for Memorial Fund.

(The collection should be turned over to B. R. Lacy, State Treasurer, "Treasurer of the Aycock Memorial Fund.")

## AMERICA

---

BY S. F. SMITH

---

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the Pilgrim's pride,  
From every mountain side  
Let freedom ring.

My native country, thee,  
Land of the noble free,  
Thy name I love;  
I love thy rocks and rills,  
Thy woods and templed hills,  
My heart with rapture thrills,  
Like that above.

Let music swell the breeze,  
And ring from all the trees,  
Sweet freedom's song;  
Let mortal tongues awake,  
Let all that breathe partake,  
Let rocks their silence break,  
The sound prolong.

Our fathers' God, to Thee,  
Author of liberty,  
To Thee we sing;  
Long may our land be bright  
With freedom's holy light;  
Protect us by Thy might,  
Great God, our King!

# Part I

## CHARLES BRANTLEY AYCOCK

(The material telling in a brief way the services of the late Governor Aycock is divided into nine topics for the convenience and assistance of the teacher. Numbers 1, 2, 3, 5, 6, and 7 may be used as reading, number 4 as a declamation, number 8 as a recitation, and number 9, as indicated, should be an address by some citizens on the services of Governor Aycock to the State.)

### 1. HIS EDUCATION

Charles Brantley Aycock, the youngest of ten children, was born in Wayne County near the present town of Fremont (then called Nahunta), November 1, 1859. His father, Benjamin Aycock, was esteemed for his honesty, his fine common sense and practical wisdom, and for his great strength of character. His mother, Lerena Hooks, possessed intellectual gifts and executive power of a rare nature. It was her desire to see her children educated, and during the civil war period and afterward, when there were no schools or very poor ones, it was her custom to gather her children around her for an hour or two of study, after which she required them to recite their lessons to her.

Since there were no public schools in North Carolina when young Charles Aycock was ready to start to school, he was compelled to go to such private schools as happened to be within his reach.

The first of these schools was at Nahunta, where the people of the community, by uniting their small means, had employed a teacher. Here Charles Aycock, under the care of his six older brothers, first entered school. "It was a fine sight," says one who frequently witnessed it, "to see these seven fine fellows on their way from the farm to the school. Charles was then about eight years of age, and was the pet of the family. It was no unusual sight to see Frank, the oldest, trotting down the dusty road with Charles, the youngest, on his big broad shoulders—'Big Sandy' and 'Little Sandy,' as Charles called his brother and himself. They carried their dinner in one tin bucket, and as all were hale and hearty young men and boys, it can easily be imagined that it required an ample one to supply their demands."

From Nahunta to Wilson, and then to Kinston, the ambitious lad pursued his search for an education. At Wilson he entered the Wilson Collegiate Institute, then conducted by Elder Sylvester Hassell, who declares that in young Aycock he had "a bright and exemplary pupil." One of his schoolmates remembers that the "teachers supposed Charles Aycock had not had the best preparation and accordingly put him in classes with younger boys than himself; but he soon showed that they had made a mistake, and they promoted him to classes of boys of his

own age and older, where he maintained first place in many studies. He was particularly good in Latin and Grammar and English. There was no boy in the school who could touch him in these three studies. He could translate English into Latin with a facility that astounded the other boys in the school, and he seemed not only to know Latin grammar by heart but was able to apply it with accuracy and quickness; the verbs seemed to be at his tongue's end. He was not very good in mathematics."

Declamation and debating, to which every Friday afternoon was devoted, formed an important part of the school work, and in these young Aycock excelled. "His voice," we are told by one of his youthful rivals, "was not melodious, and he was rather awkward in his movements, but when he rose to speak, every person within reach of his voice listened until his conclusion." His earnestness, sincerity, and directness in debate compelled attention. His schoolmates recall that at the declamations on Friday afternoons, when declaiming some of the old masterpieces with which all the schoolboys were familiar, he seemed to make them his own, and to be able to get hold of his audience as well as if he were making a speech that he had composed, suitable for the occasion. The teachers and children of other schoolrooms would throng the hall to hear him.

At Kinston, young Aycock had the good fortune to come under the influence of a masterful teacher, Rev. Joseph H. Foy, who quickly recognized his pupil's superior abilities, and took great pride in directing their development. He encouraged the boy in his ambition, fired his zeal for learning, and awoke in him a spirit of self-confidence. Governor Aycock never forgot, nor failed to acknowledge, the interest which this instructor took in him. Under Mr. Foy his preparation for college was completed. The family all recognized that he was no ordinary boy, and believing that he possessed talents which, with proper training, would raise him to a position of note in the State, determined that every sacrifice should be made to send him to the State University and to educate him for the bar.

Aycock entered the University of North Carolina in the fall of 1877. His appearance made a distinct impression upon his fellow-students, and many of them "recall vividly" the strong, sturdy-looking country boy, upon his entrance into college. Aycock wished to graduate in two years, but the faculty would not permit his doing so. He had a good mind and was a hard student, and did well in all of his studies except mathematics. He joined the Philanthropic Literary Society and soon became known as the best debater in the University. Aycock won many honors in the University. During his first year he was elected Chief Marshal, the highest office to which a student could be chosen. He was one of the editors of the University Magazine. In his last year he won the William Bingham Essayist Medal, given for the best essay by any member of the Senior class, and at Commencement when he graduated he won the Willie P. Mangum Medal, given for the best oration by any member of the Senior class.

## 2. AYCOCK A PRIVATE CITIZEN

After graduating, young Aycock studied law at the University and after securing his license he made his home in Goldsboro, where he settled down to practice his profession. He had a hard time of it at first but he worked hard and made his way to the top. The first year he made only \$144. "I worked night and day," said he, "to make it. I paid twelve dollars a month for my board and borrowed the money to pay for my clothes. I made \$144, and that is all I ought to have made."

The State at that time was just beginning to rebuild its public school system, and the young lawyer, who fully realized the need of better educational facilities, gave his county his full support. As a result, in 1881-82 he was selected as the first County Superintendent of Schools for his native county. His native town, Goldsboro, was also aroused on the subject of education, and in 1882 it established the first graded school in the State, with E. P. Moses as Superintendent. Aycock was made a member of the board of trustees, and for several years he served his community in this capacity.

These acts of his indicate his interest in public affairs. From the first he was a public citizen, seeking to improve community conditions and to make the public better and more prosperous. Therefore he always took a deep interest in politics. He regarded it as the duty of every citizen to take part in public affairs. While a young man he spoke often on political questions in his own county. His reputation as a public speaker soon extended all over the State, and he received invitations to speak in every county. He always treated his opponents fairly and courteously, and refused to take any unfair advantage of them.

In 1900 the great question before the people was whether they should adopt an amendment to the Constitution which would make it necessary for a man to be able to read and write before he could vote. If this amendment should be adopted the State would need a Governor who would make public education a live issue in the State and who would have the confidence of the citizens of the State. The people turned to Charles Brantley Aycock. He was chosen their leader and was nominated for Governor by acclamation.

Aycock made speeches on the amendment to the Constitution in nearly every county in the State. It is said that he traveled 6,000 miles, made 110 speeches, and addressed as many as 100,000 people. Many people declared they did not want to vote for the amendment because they feared the State could not provide enough schools to educate the children so as to enable them to vote. Aycock promised them if he was elected Governor he would do everything in his power to make the public schools better. Said he:

"If you vote for me, I want you to do so with the distinct understanding that I shall devote the four years of my official term to the upbuilding of the public schools of North Carolina. I shall endeavor for every child in the State to get an education."



The people believed what he said. They trusted him, and in August elected him Governor by the largest vote ever given to any man in the history of North Carolina. And on January 15, 1901, the day of his inauguration, the children of the Goldsboro Public Schools, were given a holiday and were permitted to attend the inauguration because the chairman of their board of trustees had now as Governor become the chairman of the board of trustees of the public schools of North Carolina.

---

### 3. THE EDUCATIONAL GOVERNOR

Governor Aycock had promised the people that, if elected, he would devote the whole four years of his term of office to the interests of the public schools.

"For my part, I declare to you," he said on the day of his inauguration, "it shall be my constant aim and effort during the four years that I shall endeavor to serve the people of the State to redeem this most solemn of all our pledges."

He did all in his power to keep this promise. When some people complained of the increase in taxes for Confederate pensions, the insane, the deaf and dumb, and for public schools, he replied:

"It undoubtedly appears cheaper to neglect the aged, the feeble, the infirm, the defective, to forget the children of this generation, but the man who does it is cursed of God, and the State that permits it is certain of destruction. There are people on the face of the earth who take no care of the weak and infirm, who care naught for their children and provide only for the gratification of their own desires, but these people neither wear clothes nor dwell in houses. They leave God out of consideration in their estimate of life, and are known to us as savages."

Aycock had pledged the people that he would keep the public schools open for four months in each year. At the end of his term he was able to say:

"Today we can boast for the first time in the history of the State that we have redeemed our pledge, kept faith with the people, and made provision for all the children. If the child is blind, we have teachers ready to open his eyes. If he is deaf, he can be taught to speak. If he is friendless and poor, the schoolhouse door stands wide open to shed its genial warmth upon him."

## 4. UNIVERSAL EDUCATION

(A declamation.)

---

ADAPTED FROM CHARLES B. AYCOCK'S "THE SOUTH REGAINING  
ITS PRESTIGE."

---

We have in the South today our Hills, our Lamars, our Becks, our Vests, our Vances and our Hamptons; but no man can go throughout the country and lay his hand on the head of any single child and say that here is a Lamar, here is a Vance, or a Vest, or a Hill, or a Hampton, or a Beck. It is the business of the schools to find for us these splendid children and develop them into these great leaders. If I believed in universal education for no other reason, this would be to me a sufficient one. But there are other reasons. We must educate everybody in our respective neighborhoods in order that we may have the benefit of competition and appreciation. You may educate your son and daughter to the fullest extent possible, giving to them the learning of all the world, and after their education put them in a community where there are no other educated people, and they will fail to develop and grow as they would if they lived in a community where there was general culture. The man who stands easily head and shoulders above his neighbors will never be very tall. If he is to surpass his neighbors and be really great he must have neighbors who are almost great themselves. He cannot work out of himself the best there is in him until he is forced to do so by the competition of others almost or quite as strong as he. When the trainers of horses sought to reduce the time in which it took to trot a mile, they did not go and pick out a particular colt and train him for the track, but the trainers all over the world were developing colts. Ten thousand of them were trained, until year by year the record was lowered; and when at last lovers of horses wanted to reduce the record below two minutes, after training thousands of horses for the purpose, they found one which they thought could accomplish the task. They did not put her on the track alone, but with two running horses ridden by boys, who with whip and spur pressed them on the heels of the trotter, drove her to her utmost speed, aroused her spirit of victory, maddened her with the fear of defeat, until in one last mad burst she broke the world's record to 1:58½.

Men must win their great victories after the same fashion. In the race of life, if they are to win a victory worth winning they must run against thoroughbreds. If we pass under the wire ahead of a scrub, there is no honor in it. . . .

It is education that finds and brings out for us the noblest and best. It stimulates these best to the utmost exertion and fullest development by putting them in competition with others just as well trained as themselves, and it gives to us the noblest and most appreciative audiences. When this thought shall become the guiding thought of the South, and

our school teachers shall work all the time to their utmost, until every son and daughter of the South is the thing that God intended, then, and not until then, shall we take our rightful place in the American Union.

## 5. EDUCATIONAL PROGRESS UNDER AYCOCK

Aycock became Governor in 1901; his term closed in 1905. The following table shows the educational progress under his administration:

	1900	1904
School term (weeks).....	14.6	17.0
Number local tax districts.....	30	229
Raised by local taxation.....	\$135,000	\$330,000
Public school fund.....	\$702,702	\$1,765,362
Value public school property.....	\$1,153,311	\$1,869,890
Spent for new houses.....	\$56,207	\$170,420
Number log houses.....	1,132	508
Districts without houses.....	953	527
School population .....	659,629	673,774
Enrollment .....	400,452	440,264
Average attendance .....	206,918	261,149
Salary white teachers.....	\$24.99	\$28.36
Number school libraries.....	.....	840
Volumes in libraries.....	.....	75,000

## 6. LAST YEARS AND DEATH

When his term as Governor was ended, Aycock returned to Goldsboro to practice law. In 1909 he moved from Goldsboro to Raleigh and continued to take a deep interest in public questions, and especially in education. In 1905 he made numerous speeches in favor of the prohibition law; and he was frequently invited to deliver addresses on education in other States. On April 4, 1912, he went to Birmingham, Alabama, to deliver an educational address before the teachers of that State. That night while speaking he said: "When I was Governor of North Carolina I made speeches all over the State. I canvassed the State for four years in behalf of the children right straight along. Sometimes on Sunday they asked me down to the church to talk, and I always talked about education. . . ."

He got no further. With "Education" as the last word that fell from his lips, he threw up his hands, reeled backward, and fell dead before the vast crowd that had just been cheering him.

His body was brought to Raleigh and placed in the State Capitol where thousands of people saw him for the last time. Never in the history of North Carolina was there greater sorrow for the death of any man. A little girl who passed by the coffin in the Capitol said to

her mother, "I wish God had let me die instead of Governor Aycock. He could do so much good and I can do so little."

On the afternoon of Easter Sunday, in the presence of an immense throng of people, he was buried in Oakwood Cemetery in the City of Raleigh.

---

## 7. HOW THE STATE HAS CHANGED

How the State has changed since young Charles Brantley Aycock began his campaign for universal education!

He aroused the interest of the people and they have never ceased to preach his doctrine—that it is the duty of the State to educate all the children. He asked the people to provide at least a four months school term, and after his death they changed the Constitution and made a six months school term compulsory. He taught the people it was their duty to supplement the State tax with local taxes, and over two thousand districts responded to his teachings. He believed that all the children should be educated and the State has enacted a compulsory school law that has made every school building in the State too small for educational purposes. He pleaded with the people to provide better buildings and large communities are being created with magnificent buildings unthought of when the educational campaign began in 1900.

He walked many miles to school, but today motor trucks and other modes of conveyances are transporting large numbers of pupils to school. In this way the small one-room school has joined the larger community and the children of the most backward rural districts of a few years ago are receiving the same advantages that the children of the towns and cities receive. Health laws have been enacted and the children of the rural districts have medical inspection. Funds are provided for the teaching of Agriculture, Domestic Science, and Trades and Industries, in large high schools, where in 1900 no such schools were in existence. Plans for teaching adults to read and write have been promulgated. Community schools for adults have become a part of the regular rural school system. Community centers with community recreation have been provided, and moving pictures at State and county expense are sent into the rural districts. In the mountain counties and those of the coastal plain, the moving picture machine, mounted on trucks, finds its way into these rural communities for the entertainment and instruction of children and patrons. The administration of the compulsory attendance laws, the sanitary laws, and the community entertainment and recreation are, in the large communities, the means of bringing about a reform in health and education not at all possible in the small districts. These are some of the advantages that have grown out of the patriotic service of the late Charles Brantley Aycock.

## 8. CAROLINA

(A recitation.)

---

FROM "CAROLINA," BY THOMAS W. HARRINGTON

---

Carolina, the pride of my bosom,  
Carolina, the land of the free,  
Carolina, the home of my fathers,  
Carolina, my song is of thee.

From Mitchell, the pride of the mountains,  
To Hatteras, the dread of the sea,  
The sunshine of liberty gladdens  
And Tyranny trembles at thee.

Her honor is high as the summit  
Of Mitchell, her loftiest peak;  
Her vigor is that of the Roman,  
Her spirit is that of the Greek.

Her daughters are bright as the sunshine  
That lightens the hills of the west,  
And fair as the rose of the valley  
That blushes and blooms on her breast.

Carolina! Carolina, forever!  
A glorious destiny waits  
Carolina, the cradle of freedom,  
The noblest of all the great States.

---

## 9. WHY SHOULD THE CHILDREN OF NORTH CAROLINA HONOR THE MEMORY OF CHARLES BRANTLEY AYCOCK?

(Here the teacher or some citizen should make a short talk answering this question; after which some one should read section 2 of the "Joint Resolution for the proper observance of the sixtieth birthday of Charles Brantley Aycock" on page 2. Then the offerings should be received.)



## Part II

### HOW CAN THE EDUCATIONAL PROGRESS BEGUN UNDER THE ADMINISTRATION OF CHARLES BRANTLEY AYCOCK BE CONTINUED?

#### 1. IN THE TOWNS AND CITIES

(Here superintendent, principal, or teacher should discuss with the pupils ways and means for improving educational conditions. If the great need is better buildings, better care of the school property, better spirit among the students, better attendance at school, or better sanitation, a discussion of the things most needed should be given.)

#### 2. SOME TESTS OF PROGRESS FOR YOUR TOWN

(These questions should be asked by some representative pupil, to be selected by the school, or by some patron or friend of the school. The questions should be answered by the pupils, parents, and others who are present at the observance of Aycock Improvement Day.)

1. Does your town observe clean-up days in the spring and in the fall?
2. Does your town or community provide for and carry out frequent fly-swatting campaigns?
3. Are the child-labor laws being enforced in your community?
4. Does your town have a public library?
5. Does your town have a public health nurse?
6. Does it have a public rest-room?
7. Does it have an effective Board of Trade or Chamber of Commerce?
8. Has it a Community Betterment Association?
9. Has it an all-time public health officer and effective plans for enforcing public health regulations?
10. Does it have a Y. M. C. A.?
11. Does it have a Y. W. C. A.?
12. Are the school buildings in your community used as social centers?
13. In what way does your town coöperate with the people in near-by rural communities?
14. Has your town a Parent-Teacher Association?
15. Does your town coöperate with and support the work of the school nurse?

---

#### 3. IN THE RURAL DISTRICTS

(These topics will serve as subjects for patrons, teachers and pupils to discuss.)

1. How to secure a large community school with three or more teachers, a suitable building, with comfortable seats, blackboards, maps, globes, well selected library for pupils and teachers, and a large auditorium.

2. How to provide a school site of not less than six or eight acres with ample space for playgrounds and demonstration farm work.

3. How to secure a teacher's home for the principal and the teachers of the school.

4. How to secure a good High School, and if possible, a standard High School.

5. How to secure instruction in agriculture, domestic science, and other vocational work.

6. How to organize the people of the community into clubs and secure their coöperation in making the school a great success.

7. How to secure local taxation in order to derive funds sufficient to get the best teachers and offer the best instruction.

8. How to organize the boys and girls and the citizens of the community into singing clubs, betterment associations, and other social organizations that will give more life to the community school.

9. How to secure the coöperation of the County Demonstrators and to use these agents in making the school meet the needs of the community.

---

#### 4. SOME TESTS OF PROGRESS FOR YOUR COUNTY

(These questions should be asked by some representative pupil, to be selected by the school, or by some patron or friend of the school. The questions should be answered by the pupils and parents and others who are present at the observance of Aycock Improvement Day.)

1. Have you a county superintendent of education giving his entire time to public educational interests?

2. Have you a county superintendent of public welfare, giving his or her entire time to the work?

3. Has your county adopted an improved road-building program in coöperation with the State Highway Commission and the Federal Government?

4. Are all the boys and girls of your community in school?

5. Are all the boys and girls of your community enjoying the advantages of a good high school near them?

6. Does the Farmers Union or other farmers' organizations operate effectively in your county?

7. Have you a successful county fair?

8. Does your county have community fairs?

9. Does your county select for its officials men who help the county forward in public interests?

10. Is the compulsory school attendance law being enforced in your community?

11. Are the people in your county gaining in temperance and morality?

12. Is your county properly supporting farmers' institutes?

13. Are institutes being held in your county for farm women as well as for the men?

14. Have you corn clubs for the boys and canning clubs for the girls or other similar organizations?

15. Has your community shown sufficient interest in the farmers' co-operative demonstration work to receive its advantages for your farmers?

16. Has your school a good library?

17. Have all the schools of your county good libraries?

18. Has your school secured good pictures for use in its rooms?

19. Does your county employ an all-time health officer?

20. Is the health of the school children of your county being properly cared for?

## 5. HO! FOR CAROLINA!

---

BY WILLIAM B. HARRELL

---

Let no heart in sorrow weep for other days;  
Let no idle dreamer tell in melting lays  
Of the merry meetings in the rosy bowers;  
For there is no land on earth like this fair land of ours!

### CHORUS

Ho! for Carolina! that's the land for me;  
In her happy borders roam the brave and free;  
And her bright-eyed daughters none can fairer be;  
Oh! it is a land of love and sweet liberty!

Down in Carolina grows the lofty pine,  
And her groves and forests bear the scented vine;  
Here are peaceful homes, too, nestling 'mid the flowers.  
Oh! there is no land on earth like this fair land of ours!

Ho! for Carolina! etc.

Come to Carolina in the summer-time,  
When the luscious fruits are hanging in their prime,  
And the maidens singing in the leafy bowers;  
Oh! there is no land on earth like this fair land of ours!

Ho! for Carolina! etc.

Then, for Carolina, brave and free, and strong,  
Sound the meed of praises "in story and in song"  
From her fertile vales and lofty granite towers,  
For there is no land on earth like this fair land of ours!

### CHORUS

Ho! for Carolina! that's the land for me;  
In her happy borders roam the brave and free;  
And her bright-eyed daughters none can fairer be;  
Oh! it is a land of love and sweet liberty!

## 6. WHERE INFORMATION MAY BE SECURED

1. How to secure a circulating library for our school.

(Information on this subject may be secured by writing to Miss Mary B. Palmer, State Library Commission, Raleigh, N. C.)

2. How to teach the illiterates of our community how to read and write.

(Information concerning the State program for eliminating illiteracy in North Carolina may be had by writing Miss Elizabeth E. Kelly, State Department of Education, Raleigh, N. C.)

3. How to arrange a course of lectures, entertainments, musical programs, etc., for our community.

4. How to secure pictures for our school.

(Write to the Bureau of Extension of the University of North Carolina, Chapel Hill, N. C.)

(Write for Dr. Clarence Poe's bulletin, "Great Pictures and Great Books," which is sent free of charge. This may be had by addressing Dr. Poe or the Department of Agriculture, Raleigh, N. C.)

(Dr. Poe agrees to give each school one dollar that will raise five dollars on "Aycock School Improvement Day.")

....., N. C., ....., 1919.

CLARENCE POE, Raleigh, N. C.

Our school raised \$..... on "Aycock School Improvement Day" for the purchase of pictures under the plan outlined in the April, 1919, Bulletin of the North Carolina Department of Agriculture, Raleigh. Please send us \$1 according to your offer.

(Signed).....,

*Chairman of School Committee.*)



## Part III

### PLANTING AND PRESERVING TREES

A part of the day's program should be devoted to a study of the need for planting trees, shrubs and flowers, and for properly caring for the same. This is one way that the children can make the school and community better. Children should be taught that "There is no more certain sign, no better evidence of the intelligence and culture of a community, the good taste of a people of public spirit and domestic virtue, than is afforded by trees, planted and maintained for the public."

#### 1. WHY SCHOOLS SHOULD PLANT TREES

Yearly plantings, accompanied by appropriate exercises, serve to keep the people continually reminded of the value and necessity of the work of the foresters; and they have such a far-reaching effect on the community spirit and through that on economic and social betterment that no community can afford to neglect Arbor Day.

A clean and beautiful town is a source of pride to its citizens and a constant incentive to them to go on and do better. A slovenly town is apt to mean slovenly inhabitants. The celebration of Arbor Day may very well be the turning point in the attitude of a community toward its civic duties and by consequence toward its social life and its manner of conducting business. Nothing so helps to beautify a city or town as trees, and few things so educate the people in public spirit and foresight as the care of trees.

The greatest value of Arbor Day lies in its effect upon our attitude toward the trees that are already growing; for manifestly there are thousands of trees of natural origin to every one planted by man. The average citizen is only now beginning to realize the necessity for taking care of these trees, having never before considered that they needed any care.—*L. C. Everard, Arbor Day, Circular 8, United States Forest Service.*

---

#### 2. PLANTING MEMORIAL TREES

The observance of Arbor Day began soon after the Civil War. Another and greater war has come to its inevitable conclusion. The cause of righteousness, of liberty, of all that Americans hold dear has prevailed. We shall seek many ways to perpetuate the memory of those who made the great sacrifice. The memorials will take many forms. The names of those who have fallen will be perpetuated by costly monuments and inscribed on enduring tablet. Great works that serve the needs of peace also will doubtless be dedicated to them.

But along with these memorials we can easily discover ways in which we may simply and spontaneously pay our tribute to them. We can keep fresh our memory of what they gave; and we can perpetuate their names in familiar places. It has been happily suggested that we may do this by adorning with young trees, each named for a fallen soldier, our waysides, our yards and our pleasure places. And in most of our States Arbor Day is at hand. This year we may give to that day a meaning more profound, a purpose more exalted, yet also an association more personal.—*David F. Houston, Secretary of Agriculture.*

---

### 3. SELECTING MEMORIAL TREES

(The following suggestions for selecting and planting Memorial Trees were recently made to the Boy Scouts of North Carolina by the State Forester, at the request of the National Chief Scout Executive.)

1. Memorial trees should be beautiful, hardy and long lived and well adapted to the climate where they are planted. The native oaks fill these requirements better than any other species. White oak, red oak and Southern red oak are well adapted to planting in our mountains; white oak and Southern red oak are best for the Piedmont region; while live oak, white oak, water oak, willow oak and laurel oak are the best kinds for the Coastal Plain region.

2. Arrangements should be made to plant the ..... memorial tree on the courthouse square, the school ground, the churchyard, or other public ground. The coöperation of the local authorities should be secured.

3. Nursery-grown trees are usually more satisfactory, although costing more than wild trees from the surrounding fields or woods. They have better root systems and you can generally be sure that the tree is the kind you wish to plant. On the other hand, trees secured locally are adapted to the climate and soil, and if selected and handled carefully should grow satisfactorily. Trees grown in the woods should not be planted. They are slow growing, small rooted, small crowned plants which seldom make satisfactory shade or ornamental trees. Get thrifty growing trees from the open roadsides, old fields or borders of woods. Trees growing in the full sunshine will continue to thrive in the sunshine after they have been planted.

4. Trees from four to ten feet high and from one-half to two inches in diameter, two feet from the ground, should be selected. The side branches may be trimmed halfway back, but the top should not be shortened.

5. The hole should be prepared before the tree is dug up. It should not be in the direct shade of other trees. Manure may be mixed with the earth in the bottom of the hole, while only fine rich earth should be put around the roots. Pack the earth firmly about the tree, and, if

possible, put a mulch of manure on the top of the soil. It would be advisable to secure the help of a successful tree planter from your neighborhood.

6. In taking up a tree for planting care should be taken to injure the roots as little as possible. Broken roots should be clean-cut with a knife or pruning shears. Do not let the roots dry—keep them moist with a wet sack until planted.

7. A large tree should be staked to keep it from being loosened by the wind. Trees should be watered abundantly a few times during the first summer.

---

#### 4. "PLANT A TREE"

(To be recited by five children, each taking one verse.)

1

He who plants a tree  
Plants a hope;  
Rootlets up through fibres blindly grope,  
Leaves unfold into horizons free;  
So man's life must climb  
From the clods of time  
Into heavens sublime.  
Can'st thou prophesy, thou little tree,  
What the glory of thy boughs shall be?

2

He who plants a tree  
Plants a joy;  
Plants a comfort that will never cloy,  
Every day a fresh reality,  
Beautiful and strong,  
To whose shelter throng  
Creatures blithe with song.  
If thou could'st but know, thou happy tree,  
Of the bliss that shall inhabit thee.

3

He who plants a tree  
He plants peace;  
Under its green curtains jargons cease;  
Leaf and zephyr murmur soothingly;  
Shadows soft with sleep  
Down tired eyelids creep,  
Balm of slumber deep,  
Never hast thou dreamed, thou blessed tree,  
Of the benediction thou shalt be.

He who plants a tree  
 He plants youth;  
 Vigor won for centuries in sooth;  
 Life of time, that hints eternity,  
 Boughs their strength uprear,  
 New shoots every year  
 On old growths appear.  
 Thou shalt teach the ages, sturdy tree,  
 Youth of soul is immortality.

---

"Dear little tree that we plant today,  
 What will you be when we're old and gray?"  
 "The savings bank of the squirrel and mouse,  
 For robin and wren an apartment house,  
 The dressing-room of the butterfly's ball  
 The locust's and katydid's concert hall,  
 The schoolboy's tent in pleasant June,  
 The schoolgirl's umbrella in July noon,  
 And my leaves shall whisper them merrily  
 A tale of the children who planted me."

---

## 5. DEDICATION OF THE TREE

(To be repeated by all the pupils in unison, after the tree has been planted.)

We name this tree for ..... who gave his life (or who rendered distinguished service) for his country on the fields of France. We dedicate it to his memory and to the use and beauty which the Creator intended it should render to the children of men. We promise faithfully to water it, to cultivate it, to preserve it for the comfort and happiness of all who come this way, in the hope that we and they may all learn to see in the life and beauty of trees some reflection of the life and beauty and goodness of God.

---

## 6. HOW TO SELECT TREES FOR PLANTING

BY J. S. HOLMES, STATE FORESTER

---

Beauty of form should be the first consideration, for while the form is seen all the year round the beauty of the foliage lasts only a few weeks, and at most only half the year. For instance, the oaks, elms and beech are generally to be preferred to the maples.

Choose native trees for general planting, those kinds which you know will flourish in your soil and climate.

Select a long-lived tree, if possible one that will be pretty and effective ten years after planting, handsome at fifty years, stately and noble at 200 years of age. Such are the willow oak, water oak, white oak, live oak, sycamore or yellow poplar.

Choose a fairly quick growing species, but don't sacrifice every other consideration to rapid growth, by taking silver maple or cottonwood, unless that is essential.

Suit your species to your soil, don't put yellow poplar, black walnut, linn or cypress in poor, dry, upland soils.

Select evergreens—pines, spruces, cedars or hemlock, for windbreaks or to screen unsightly objects; but deciduous trees, which let in the sun during the winter and furnish shade in summer, are more suitable for positions near the dwelling or schoolhouse.

Take a tree as free as possible from insect pests and other diseases; English elm is subject to the leafbeetle and silver maple to the scale.

For lawn planting, where the beautiful effect of a single tree is desired, plant a pyramidal (i. e., pointed) tree, such as sweet gum, sycamore, willow oak, yellow poplar, hemlock or white pine.

The most satisfactory ornamental foreign trees for lawn planting are perhaps the deodar, the Norway spruce, and the ginkgo.

Nut trees, such as pecans and black walnuts, are beautiful and useful around the home, but are not recommended for school planting.

For planting under or among other larger trees, beech, dogwood, and hemlock are recommended.

Don't buy a tree just because it is cheap. There are many more important considerations.

---

## 7. PLANTING TREES

---

BY CHARLES LATHROP PACK, PRESIDENT OF THE AMERICAN FORESTRY ASSOCIATION

---

In planting a tree move as many of the roots as possible. A cloudy day is better for transplanting a tree than a bright sunny one because a bright sun quickly exhausts the stored-up moisture. An important point is in regard to packing the earth around the roots. They should have close contact with the ground, because a tree feeds through its roots, and therefore every smallest rootlet should be firmly in the ground. To do this fill in around the roots with finely pulverized earth, working it under and around the roots by hand and compacting it. If the earth is wetted down as it is put in, it will make a much better contact. It must be remembered that trees cannot take care of themselves. They need food and attention. Therefore provision should be made for their nourishment and for their protection against insects and other pests and against damage from other causes.



Spring planting is generally most successful, but if proper care is taken, planting late in the fall is satisfactory. Choose healthy, well-formed trees. Trees 2 or 3 inches in diameter and 10 or 12 feet high are large enough for any purpose. Where smaller trees can be used, they generally give better results, because the root system is less disturbed by transplanting. Do not expose the roots to the sun, wind or frost. Keep wet blankets or canvas wrapped tightly about the roots until the tree is ready to be set out; then plant with the least possible delay.

Trim off any broken, torn or injured roots. Use a sharp pruning knife and make a clean, smooth cut. Remove all broken branches and cut back one-half to four-fifths of the previous year's branch growth. The size of the top must be proportional to the size of the root system, or the roots will be unable to supply sufficient water and food for satisfactory growth. Forest-grown trees have poor root systems and must be severely pruned by removing the greater part of the side branches. Never cut back the main stem or leader.

Dig wide, deep holes. Trees become rootbound and make poor growth or die if the roots are cramped or twisted. The holes should be a foot or two wider and deeper than is needed to accommodate the roots. For street trees, the hole should be about twice as large as the root system actually requires. Partially fill the hole with rich loam and pack it down well. If poor soil must be used, mix with well-rotted manure. Green or partially decomposed manure will burn the roots and must not be used.

Do not plant the tree too deep. The upper roots should lie only an inch or two deeper in the soil than they grew originally. Spread out the roots in their natural position and work soil around them, a little at a time, compacting it firmly with the fingers or a pointed stick. Occasionally tamp it with the foot so that no air spaces remain. Also see that the stem of the tree is kept perfectly vertical, since any attempt to straighten the tree after planting is finished is liable to injure the tree. The final inch or two of soil should be left fine and loose over the top of the hole, to act as a mulch. Just prior to this last operation, if water is available, apply it generously to the tree.

---

## 8. THREE LITTLE TREES

(Recitation for a tiny girl. Three other children stand near—as the trees—laughing, whispering, telling secrets, clapping hands, etc., in pantomime.)

Way out in the orchard, in sunshine and breeze  
A-laughing and whispering, grew three little trees.  
And one was a plum tree and one was a pear,  
And one was a rosy-cheeked apple tree rare.

And a dear little secret, as sweet as could be,  
The breeze told one day to the glad apple tree.  
She rustled her little green leaves all about,  
And smiled at the plum, and the secret was out.

The plum told in whispers the pear by the gate,  
And she told it to me, so you see it came straight.  
The breeze told the apple, the apple the plum,  
The plum told the pear "Robin Redbreast has come."

And out in the orchard they danced in the breeze,  
And clapped their hands softly, these three little trees.

—*Journal of Western Canada.*

---

## 9. WHICH SHALL IT BE?

(Recitation for four pupils.)

FIRST PUPIL.

If we are all to choose and say  
What trees we'd like to plant today,  
It seems to me that none could be  
Half as good as a Christmas tree!  
For surely even a baby knows  
That's where the nicest candy grows.  
Candy on a Christmas tree,  
That's what pleases me.

SECOND PUPIL.

Planted out, 'twould never bear,  
But after all, why should we care?  
The richest thing is what we bring  
From sugar maples in the spring;  
So now I'll set a maple here,  
For feast and frolic every year.  
Sugar from a maple tree,  
That's what pleases me.

THIRD PUPIL.

Sweets are good most any day,  
But as for trees, I'm bound to say,  
A shag bark tall is best of all  
When once the nuts begin to fall;  
And so a hickory tree I'll set,  
And piles of fun and nuts I'll get—  
Nuts from under a hickory tree,  
That's what pleases me.

#### FOURTH PUPIL.

I shall plant an apple tree,  
That's the best of all for me;  
And each kind to suit my mind,  
On this one with grafts I'll bind,  
Ripe or green, the whole year through.  
Pie or dumpling, bake or stew,  
Every way I like them best,  
And I'll treat the rest.

—*Youth's Companion.*

---

### 10. SUGGESTIONS FOR CORRELATION OF TREE STUDY WITH OTHER SCHOOL WORK

#### 1. DRAWING.

- a. Outline, color, and cut-out leaves and trees.
- b. Landscape sketches of trees.

#### 2. MAKE A LEAF SCREEN—

By tacking a square piece of cheese-cloth to wooden stays, one above and one below. Hang in sunny window. Children bring in colored leaves and pin on the screen. Lovely "stained-glass window" effects are produced.

#### 3. To make the leaves last, dip in melted paraffin, and smooth over with a hot flat-iron. These may be mounted on a stiff paper to make a frieze about the blackboard.

#### 4. MAKE A LEAF COLLECTION.

Press specimens between newspapers, under weight, such as a dictionary. After several weeks, mount on heavy paper, using strips of adhesive paper. At bottom write name of tree from which leaf was taken (botanical and common), and also where it is to be found. This is a splendid way to learn to know trees.

#### 5. QUOTATION EXERCISE.

Number a set of cards, one for each pupil. On each write a good quotation about trees. Mix and distribute. Give time for each pupil to learn his quotation. Then call for by number, beginning 1, 2, 3, etc. Collect, mix, and redistribute. This exercise is much enjoyed.

#### 6. LANGUAGE AND READING.

This manual contains a list of titles for discussion and composition work. Selections about trees should be used as reading lessons for several weeks preceding Arbor Day.

—*Ethel Reed Jasspon.*

## 11. THE OLD NORTH STATE

---

BY WILLIAM GASTON

---

Carolina! Carolina! Heaven's blessings attend her!  
While we live we will cherish, protect and defend her;  
Though the scorner may sneer at and wittings defame her,  
Our hearts swell with gladness whenever we name her.

Hurrah! Hurrah! the Old North State forever!  
Hurrah! Hurrah! the good Old North State!

Though she envies not others their merited glory,  
Say, whose name stands the foremost in Liberty's story!  
Though too true to herself e'er to crouch to oppression,  
Who can yield to just rule more loyal submission?

Hurrah, etc.

Plain and artless her sons, but whose doors open faster  
At the knock of a stranger, or the tale of disaster?  
How like to the rudeness of their dear native mountains,  
With rich ore in their bosoms and life in their fountains.

Hurrah, etc.

And her daughters, the Queen of the Forest resembling—  
So graceful, so constant, yet to gentlest breath trembling;  
And true lightwood at heart, let the match be applied them,  
How they kindle and flame! O! none know but who've tried them.

Hurrah, etc.

Then let all who love us, love the land that we live in  
(As happy a region as on this side of Heaven),  
Where Plenty and Freedom, Love and Peace smile before us,  
Raise aloud, raise together the heart-thrilling chorus!

Hurrah! Hurrah! the Old North State forever!  
Hurrah! Hurrah! the good Old North State!





Outline for North Carolina Day.

(1920)

SUBJECT

Our School and How to Improve It.

1. What is the community doing to provide recreational activities for the young people? What should it do?
2. Can our neighboring communities cooperate with us in making a stronger school for the education of the children of the community?
3. How is the school cooperating with the social and industrial activities of the community?
4. What improvements should be made on school buildings and school grounds?
5. Should new features be added to the school, such as Music, Physical Education, Athletic Activities etc? What value would they be to the school?
6. How can the school secure a better cooperation of patrons in the community?
7. Should the school term be increased? If so, what steps should be taken by the school, by the community?
8. How can the High School be improved?

NORTH CAROLINA DAY  
FRIDAY, NOVEMBER 11TH, 1921

---

# ARMISTICE DAY

NORTH CAROLINA  
IN  
THE WORLD WAR



PUBLISHED BY THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, N. C.

*Thrones shall crumble, Kings shall perish,  
Howsoe'er their legions strive;  
But the liberties men cherish,  
They shall triumph and survive.*

—Clinton Scollard.

## CELEBRATE ARMISTICE DAY AS NORTH CAROLINA DAY

The Superintendent of Public Instruction is directed by law to set apart one day in each year to be known as North Carolina Day, and to publish suitable material for use in the proper observance of this day in the schools of the State.

November 11th, or Armistice Day, is accordingly set apart to be observed by the schools of the State as North Carolina Day. It is fitting that the schools should observe this day. Teachers and pupils should study what our heroic and patriotic citizens did during that memorable crisis when our lives were in danger and our liberties were at stake.

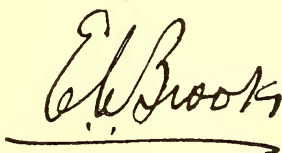
November 11th is both a State and National holiday. It is set apart and should be devoted to a commemoration of the deeds of our soldiers and all other patriotic citizens, who by their work, courage, and thrift saved the world from a greater catastrophe even than war.

This bulletin, therefore, has been prepared in order to give the teacher a wide range of material from which to make selections for the Armistice Day program and to give the pupils a simple historical background for the proper celebration of this day. The valuable historical material incorporated herein should be used in classroom lessons, especially in the teachings of history, civics, and language. The pupils should be encouraged to work up their own readings from a study of the texts and from other sources. Our country's honor-roll should be worked up from the list of citations published herein and also from local sources of information concerning the dead. The local post of the American Legion, if there is one, could help prepare this list. In this way the real meaning of North Carolina's part in the World War may be brought to our boys and girls.

Teachers should tell the story of how all the people coöperated to destroy the forces of evil and to make this world a better place in which to live. They should be taught to honor all patriotic citizens, and should be led to see that both in times of war and in times of peace he or she may be a soldier of liberty who fights the common enemies of our country. What are our common enemies? Not only hostile foreigners, but sloth, cowardice, ignorance, and disease, and it is our duty to fight them with work, courage, thrift, and intelligence.

If the short-term schools in some counties have not opened by November 11th, a day should be set apart either in November or December for the proper observance of North Carolina Day.

We are indebted to Mr. R. B. House, the Collector of War Records of the North Carolina Historical Commission, Raleigh, North Carolina, for the preparation of this bulletin.

A handwritten signature in dark ink, reading "E. H. Brooks". The signature is written in a cursive style with a large, prominent "E" and "B". Below the signature is a horizontal line.

*State Superintendent Public Instruction.*

## CONTENTS

---

	PAGE
Program .....	5
Our Dead Overseas (Poem).....	6
In Flanders Fields (Poem).....	7
America's Answer (Poem).....	7
They Fought For You.....	8
The American Flag (Poem).....	8
How the World War Came to the United States.....	9
Our Record in the World War.....	11
North Carolina's War Record (A Table).....	13
How We Helped the Government.....	15
Welfare Work at Home and Abroad.....	18
Some Stories of Service.....	21
Edward Kidder Graham.....	21
Kiffin Yates Rockwell.....	22
Robert Lester Blackwell.....	23
Ernest Hyman.....	24
Edgar M. Halyburton.....	25
A Doughboy's Own Story.....	26
The Story of "The President Lincoln".....	26
Blue Stars and Gold Stars (Poem).....	28
North Carolina Men Awarded the Distinguished Service Cross.....	29
North Carolina Men Awarded the Distinguished Service Medal.....	65
Our Dead.....	68
To Peace With Victory.....	69
The Star-Spangled Banner (Song).....	70
Battle Hymn of the Republic (Song).....	71
Marseillaise (Song).....	72



## PROGRAM

Song—"America."

Invocation.

Greetings from State Superintendent.

Recitation—"The American Flag."

Song—"Over There."

Reading—"How the World War Came to the United States."

Recitation—"In Flanders Fields."

Recitation—"America's Reply."

Reading—"Our Record in the World War."

"North Carolina's War Record" (*A Table*).

Reading—"How We Helped the Government."

Song—"The Long, Long Trail."

Reading—Some Stories of Service:

Edward Kidder Graham.

Kiffin Yates Rockwell.

Robert Lester Blackwell.

Ernest Hyman.

Edgar M. Halyburton.

A Doughboy's Own Story.

The Story of *The President Lincoln*.

Song—"Pack Up Your Troubles."

Recitation—"Our Dead Overseas."

Reading—"Our County's Honor Roll."

(List of men cited and list of those who died.)

Reading—"Our Dead."

Song—"The Old North State."

Benediction.

Decoration of graves of all soldiers whose bodies have been returned.

## OUR DEAD OVERSEAS

EDWIN MARKHAM

*(Written for Armistice Day)*

They sleep; they took the chance  
In Italy, in Belgium, in France;  
For us they gave their youth to its last breath;  
For us they plunged on into the gulf of death.

With high heroic heart  
They did their valiant part.  
They gave the grace and glory of their youth  
To lie in heaps uncouth.  
They turned from these bright skies  
To lie with dust and silence on their eyes.

. . . . .

They are not dead; life's flag is never furled;  
They passed from world to world.  
Their bodies sleep, but in some nobler land  
Their spirits march under a new command.  
New joys await them there  
In hero heavens wrapt in immortal air.

Rejoice for them, rejoice;  
They made the nobler choice.  
How shall we honor their deed—  
How speak our praise of this immortal breed?  
Only by living nobly as they died—  
Toiling for Truth denied,  
Loyal to something bigger than we are—  
Something that swings the spirit to a star.

—*Literary Digest.*

## IN FLANDERS FIELDS

*By* LIEUT. COL. JOHN MCCRAE

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly,  
Scarce heard amidst the guns below.  
We are the dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe!  
To you from falling hands we throw  
The torch. Be yours to hold it high!  
If ye break faith with us who die,  
We shall not sleep, though poppies grow  
In Flanders fields.

## AMERICA'S ANSWER

*By* R. W. LILLARD

Rest ye in peace, ye Flanders dead.  
The fight that ye so bravely led  
We've taken up. And we will keep  
True faith with you who lie asleep  
With each a cross to mark his bed,  
And poppies blowing overhead,  
Where once his own life-blood ran red,  
So let your rest be sweet and deep  
In Flanders fields.

Fear not that ye have died for naught.  
The torch ye threw to us, we caught.  
Ten million hands will hold it high,  
And Freedom's light shall never die!  
We've learned the lesson that ye taught  
In Flanders fields.

## THEY FOUGHT FOR YOU

Soldiers in homespun,  
 Soldiers in blue,  
 Soldiers in khaki,  
 All fought for you.  
 Soldiers of fortune,  
 With Fortune's hands bring  
 Field flowers and home flowers—  
 A glad offering  
 For those who on battlefields  
 Suffered and bled.  
 Honor the soldiers,  
 Living or dead.  
 Soldiers in homespun,  
 Soldiers in blue,  
 Soldiers in khaki,  
 All fought for you!

—*Vermont Normal School Bulletin.*

## THE AMERICAN FLAG

(By three small girls—first one to be dressed in red, the next in white, and the third in blue, and each waving a flag.)

ALL—We wear today the colors  
 To which our men are true;  
 Long may they wave above us,  
 The red, the white, the blue.

RED—Bright as the rays of the morning  
 When comes the dawn's first gleam,  
 Within our much-loved banner  
 The crimson bars are seen.

WHITE—Pure as the snowflakes falling  
 Or early morning light,  
 Among the bars of crimson  
 Appear the bars of white.

BLUE—Bright as the sky at evening  
 When gleam the stars of night,  
 The blue within our banner  
 Enfolds the stars of white.

ALL—The red, white, and blue,  
 Forever "shall wave  
 O'er the land of the free  
 And the home of the brave!"

—*Oregon Memorial Day Annual.*

## HOW THE WORLD WAR CAME TO THE UNITED STATES

On June 29, 1914, we read in our newspapers that Prince Ferdinand of Austria had been killed while visiting a town in one of his provinces. Prince Ferdinand was the heir to the throne of Austria-Hungary. His murder was a terrible thing. We thought of it as the crime of some fanatic like the murder of Presidents Lincoln, Garfield, and McKinley in America. We thought the murderer would be caught and punished, and that that would be the end of it. Few people thought that the murder of an Austrian prince would plunge the whole world into a war when the murder of our presidents had not even caused a riot.

But within a few days after this crime every great country in Europe was at war. As the war went on, first one country, then another came into it. Finally America entered this great war, too.

This war lasted nearly five years, with terrible results. Seven million soldiers were killed. Twenty-five million more were wounded. Many millions of men, women, and children starved to death, or died of sickness. Many cities were destroyed. The governments in many countries were broken up. All the money that Europe had spent in a hundred years to make people well and happy would not equal the money spent in this great war. How could the murder of one man cause all this misery?

The answer is, because of the German Kaiser. He used this murder as an excuse to start a war he had been planning for many years. He wanted to conquer the whole world. He broke solemn treaties and made war on innocent peoples. He broke the laws of warfare, and killed old people and little babies. He used poisoned gas on the battlefield, against all the laws of war. He sent airships to wreck hospitals where sick soldiers were lying, and to destroy peaceful villages. He broke the laws of the sea. He sank hospital ships that could not fight at all. He sank the ships of neutral nations, and left their crews to perish in boats. He sank the merchant ships of hostile countries without warning and killed innocent people. He sank without warning the *Lusitania* and killed women and little babies. (Among these were over a hundred American citizens.) Then he gave the school children in Germany a holiday as if he had done some great thing. He respected no law and no people that stood in the way of his greed, ambition, and tyranny.

The Kaiser had persuaded Austria-Hungary to join him in his plans. He was waiting for an excuse to start a war when the Austrian prince was killed. The man who killed the Austrian prince was a Serbian. Kaiser William said to Austria, "We will blame Serbia for this, declare war on her, and conquer her."

But when they declared war on Serbia, Russia came to her aid, and with Russia came France. Russia was the kinsman and protector of Serbia, and France was the friend of Russia.



The German Kaiser thought he could whip both Russia and France. Therefore, he declared war on them both. He planned to throw a great army quickly into France, whip the French, and then send all his forces against Russia. France and Germany touch each other for many miles. But France had so many forts along this frontier that the Kaiser knew he could not get through them quickly. But between France and Germany on the west lies Belgium, a level country without strong forts. The Kaiser planned to go into France through Belgium. He wanted Belgium to join him in the war by letting his armies march through to France. For Belgium, because it is level and easy to march in, had long been the battleground of Europe. But Belgium many years before had promised the other European nations that she would remain neutral in any wars between them if they would not try to march their armies through her lands. All the great nations of Europe agreed to this. The Kaiser, also, had solemnly promised not to march into Belgium. But now he said to the Belgians:

"I am going to break my promise. You will have to let my armies through or fight."

The Belgians replied:

"We will fight, then!" and all the world honors Belgium for this brave answer.

The Kaiser invaded Belgium and did many horrible things. He burned her cities. He murdered her innocent people. He made slaves of many more, and took them into Germany. His invasion of Belgium brought Great Britain into the war, because she had promised to defend the neutrality of Belgium.

Although the Kaiser had built a great navy, it was nothing to compare with that of Great Britain. The British ships quickly ran all the German ships off the seas, and blockaded all the German ports. No ship could get in or out of Germany. The Kaiser's people could not make enough provisions and ammunition for his armies. He could not trade with the outside world. He was afraid he would have to give up the war.

But he had one resource left. He had many submarines. These could slip by the English ships and get out on the high seas. There they began to sink, without a word of warning, all ships going to or from England. This was against the laws of war even when he sank English ships. For when a war-ship sinks the merchant ship of a hostile nation, it must give warning so that the sailors and passengers can save themselves. For they are noncombatants. But the Kaiser went even further. He sank the ships of any nation without any warning at all. In this way he sank over a thousand ships of neutral nations. All of these nations protested in the name of the law. But the Kaiser said:

"I will not respect the law of the high seas. I will conquer them, too."

Many of these nations were not able to protect their ships. But America was able. She warned the Kaiser from the very first that to

sink American ships would mean war. The Kaiser knew this, but he thought he could whip America, too. He went on from one crime to another against us, and we realized his evil plans against our country. Then America came into the war with all her might. She joined forces with the Allies in a solemn agreement not to stop until the Kaiser was whipped forever.

---

## OUR RECORD IN THE WORLD WAR

The people of America went into the war with all their might. They had but one thought—to free the world from the fear and tyranny of Germany. Thousands of men rushed into the army and navy. Thousands of men and women became nurses and welfare workers in the camps. Millions joined the Red Cross, the Young Men's Christian Association, the Knights of Columbus, the Salvation Army, and other societies to care for the health, the comfort, and the pleasure of the soldiers. Business men left their factories and offices to work for the government without pay. Almost everybody made sacrifices to save food and fuel for our armies and those of our allies. From the pockets of the people billions of dollars poured into the United States Treasury to pay for these things.

The Government itself made great preparations for war. Many new warships were built, and the navy was greatly increased. Plans were made to raise and train an army of many millions. Thirty-seven great training camps were built. Hundreds of factories were changed from making peace-time articles to making munitions of war. The government took charge of railroads, telegraph lines, and shipping companies in order to hasten soldiers and supplies to Europe.

Eight hundred thousand men were enrolled in our navy. A powerful fleet of ships was sent to Europe, where it joined the British fleet in protecting our ships and those of our friends. Our navy fought no great naval battle because the German ships were afraid to come out and fight. But it kept faithful watch over the German submarines and destroyed many of them. Day and night, in calm and in storms, and in the bitter cold of the North Sea, our sailors did their work. Together with the British, they kept the seas safe for America and her allies.

Four million men were enrolled in the American army. Of these over 2,000,000 went to France and fought there in the great battles of 1918. At Chateau-Thierry, Belleau Wood, St. Mihiel, Bellicourt, and in the Argonne Forest they bore their share in some of the greatest battles in all the history of the world. Time after time they defeated some of Germany's best veterans.

In this great national effort each state did its full share. No state has cause to boast over any other state, for all served alike.





Salisbury Canteen, Christmas, 1917. This Canteen gave a turkey dinner to every soldier passing through Salisbury on Christmas Day.



Serving refreshments to soldiers passing through Raleigh.

North Carolina boys rushed across to join the allies in the early days of the war. Some of these, like Kiffin Rockwell and James McConnell, were great fighters. Some of them, like Robert Bridgers, drove ambulances and cared for the wounded. North Carolina women went, too, as nurses and workers in the camps and hospitals.

Seventy-three thousand North Carolinians went into the army; 9,000 went into the navy and the marine corps. These men were in every division of the regular army that fought in France, and on every ship that served on the seas. One of our own divisions, the 30th, broke the Hindenburg line in the most famous battle of the war. Another of our own divisions, the 81st, was moving victoriously through the Argonne Woods when the Armistice was signed.

North Carolina gave \$160,000,000 in Liberty Bonds and War Savings Stamps, and over \$3,000,000 to the Red Cross and other societies working for the soldiers. Thousands of our citizens worked to make comforts and necessities for the soldiers. We made over 2,500,000 articles for their use. Josephus Daniels, Secretary of the Navy, was a North Carolinian; Walter Hines Page, the ambassador to England, was also a North Carolinian. North Carolina business men, lawyers, doctors and others served throughout the war without pay. No call for men, for money, for work, for aid of any kind was made in vain to North Carolina.

---

## NORTH CAROLINA'S WAR RECORD (A TABLE)

73,000 men in the Army.

9,000 men in the Navy and Marine Corps.

1,600 men gave their lives.

1 man awarded the Congressional Medal of Honor.

200 men awarded the Distinguished Service Cross.

12 men awarded the Distinguished Service Medal.

5 Generals.

5 Admirals.

JOSEPHUS DANIELS, Secretary of the Navy.

WALTER HINES PAGE, Ambassador to Great Britain.

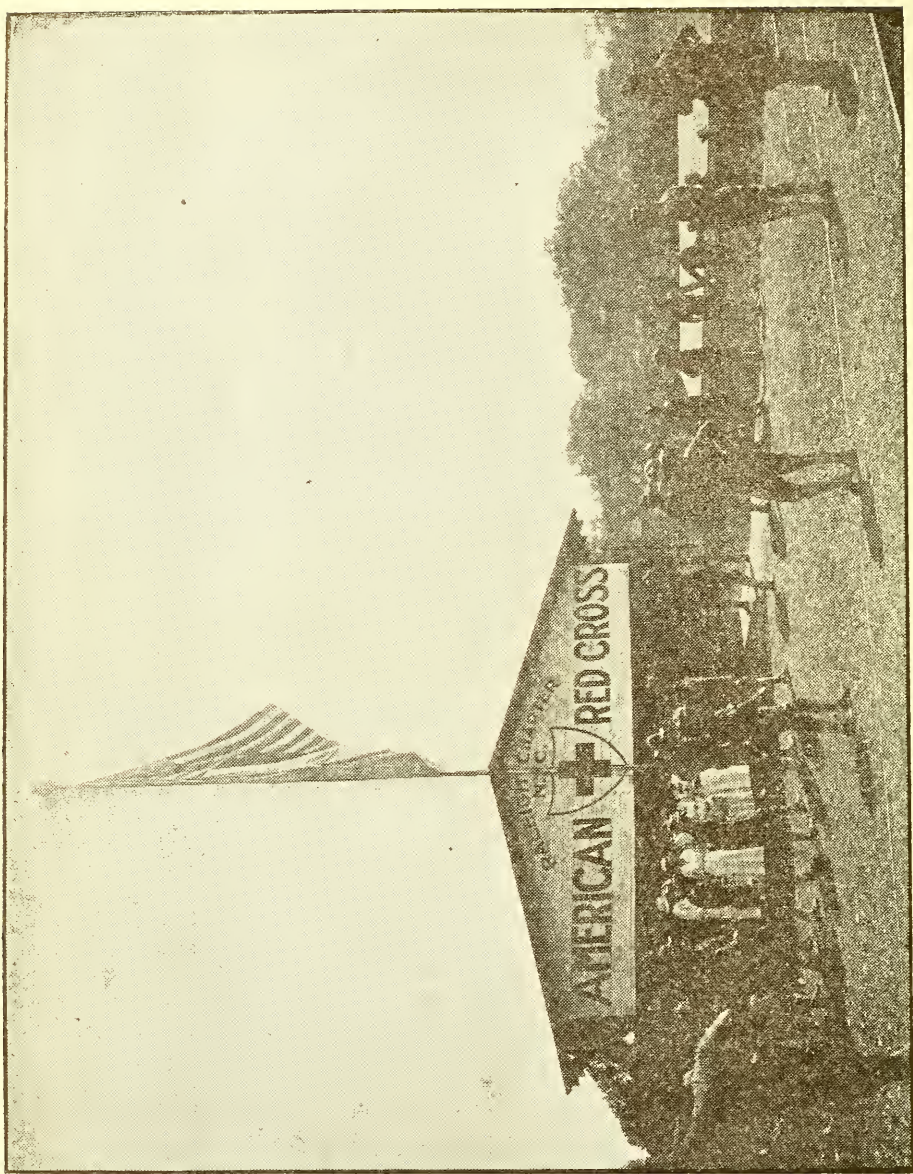
\$160,000,000 loaned to the Government in Liberty Bonds and War Savings Stamps.

\$3,000,000 given to the Red Cross and other welfare organizations.

250,000 members of the Red Cross.

2,500,000 articles manufactured by these Red Cross workers for the soldiers.





The Raleigh Canteen. Over 250,000 soldiers were served meals by this Canteen. To the right appears the bath-house.



## HOW WE HELPED THE GOVERNMENT

By watching Europe at war for three years our Government had learned to organize for the war. It had learned how to provide the five great necessities of a nation at war: men, money, food, fuel, and the coöperation of all the people. To provide these things the Government organized the draft boards to get men, the Liberty Loan committees to get money, the food administration to get food, the fuel administration to get fuel, and the Council of Defense to see that every one had something to do.

Over a million men volunteered in the army and navy. Many more would have volunteered, but the Government chose a better way to raise men. This was by the draft. The draft law required every man between 18 and 45 years of age to register at a bureau in his home community. Then as the men were needed, they were called into service from every part of the country. There were few people who opposed the draft. The men called into service went gladly, and thousands of men and women helped administer the draft without one cent of pay.

Many interesting stories are told about the draft. One especially shows a fine sense of honor and patriotism. A boy in one of the western counties of North Carolina appeared before the draft board in his county and asked to be sent into the army at once. He was asked why he did not wait until he was called in regular order. He replied that he wanted to redeem the honor of his family. He told how a relative of his had been called into service in the Civil War and had deserted from the army. The boy had always felt disgraced by this uncle's cowardice, and he wanted to honor his family by his own services in this war. He was sent to camp, where he made a fine record.

In another North Carolina county a boy was called up for service, but never appeared before the board. He was branded as a deserter and hunted for throughout the whole time of the war. Finally he was discovered. He had imagined that he would not get to France quickly enough through the draft; therefore, when he was called up, he changed his name, ran away, and joined the regular army. He got into trouble for thus violating the draft law, but the Government pardoned him because of his brave spirit.

There are many stories of bravery and patriotism told about the draft. There are also stories of cowardly and ignorant men, for not all men are what they ought to be. But the records show that only a few North Carolinians deserted from the army. By far the greater part of these were poor, ignorant men, who did not understand what the Government wanted them to do. As soon as they understood that they were to fight to protect their country they went gladly to war.

These deserters were ignorant. Many of them could not read or write. Therefore, they could not understand what the war was about. Igno-

rant people like this are a great danger to a nation, because they are so easily deceived. This is shown by a disaster that happened to the Italian army in 1917. Italy spends so much money for her army and navy that she has little left for schools. Consequently many of the Italian soldiers never learned to read and write. The Germans knew this, and kept spreading false reports by spies in the Italian army. These spies told the soldiers that the war was nearly over, and that Germany was not going to attack Italy any more. So many of the soldiers believed these rumors that the Italian army became careless on the battlefield. Then Germany made a big attack and came near destroying the whole Italian army.

The Germans tried to play the same tricks on our soldiers, but they were too well informed. The ignorant men called into our armies were sent to school by the Government. For a man who cannot read and write cannot learn how to use the weapons, maps and books that a soldier must use in modern warfare.

The Government needed billions of dollars to carry on the war. There was no way to get this money quickly except by borrowing it from the people. People had to be persuaded to lend their money to the Government. They were persuaded by the Liberty Loan speakers. In every community in the United States patriotic citizens went about explaining to the people why it was necessary to lend their money to the Government. They showed how the man who loaned money to the Government would both save money and help the Government, too. Success everywhere met their efforts. Not a single state failed to raise the amount asked of it. North Carolina raised \$160,000,000, which was \$10,000,000 more than was asked. Mr. Joseph G. Brown and Mr. John W. Fries directed the work of raising money in North Carolina. Most of the people understood that the Government was simply borrowing the money, and would surely pay it back. But an old negro farmer in Nash County was surprised to learn that he would be repaid. He had *given* three hundred dollars to the Government, as he thought. He said people ought to give money when boys were giving their lives.

It meant a sacrifice for many of the people to spare their money. One North Carolina woman, a widow, loaned the Government one hundred dollars. The money she put down was all in dimes. It was learned that for many years she had been saving ten cents at a time from her earnings. Now she was willing to turn it all over to her country. Rich and poor, men, women, and children—all loaned their money to help win the war.

All over the world men had stopped raising food because they had to enter the army to fight. Many thousand farms had been ruined by the contending armies. People cannot work and fight without plenty of food. Experience taught us that food would win the war. Our Government organized the Food Administration to produce food and to save it. The United States had to feed not only its own people, but its allies.

Every one was urged to plant food crops and to raise cattle and poultry. The burden of raising food of course fell on the farmers. But in towns and cities home-owners planted gardens. People were urged not to leave a foot of land unplanted with food crops. Those who had no land to plant were urged to work on the farms and gardens. Even school children were asked to plant gardens at school. In military camps in this country and in France there were many war gardens.

All the people were glad to raise food, but it was hard to get them to save it. The average American family throws away enough food to support an extra person. When our troops passed through England, the English government sent special men to our mess halls to pick up and save the food we threw away. Restaurants, hotels, and dining cars especially wasted food by serving too large portions to guests. Sugar, wheat and beef were the things most wasted, and at the same time most needed. Our people began to save food as soon as they had their attention called to the need. Skillful people prepared all sorts of dishes from oats, corn meal, molasses, fish, and such things, and saved the beef, sugar and wheat for our soldiers and our allies.

In each county of the State were committees to help save food. Mr. Henry A. Page, of Aberdeen, directed the production and saving of food for the whole State of North Carolina.

Fuel was just as necessary as food. The chief fuel of the world is coal. So many men were taken from the mines to fight that coal was scarce all over the world. Moreover, the winter of 1917-1918 was one of the most severe we have ever had. Factories had to keep going to make munitions and clothing, and people had to be kept warm.

The Government organized the Fuel Administration to regulate the supply of fuel. When there was plenty of wood, as in North Carolina, little coal was allowed. Of course we had to have coal for our factories and our light and power plants. Where there was little wood, as in New England, much more coal was allowed. The people were glad to save fuel. Mr. A. W. McAllister and Mr. R. C. Norfleet directed the fuel-saving work in North Carolina.

Thousands of people were ready to help the Government. They simply wanted to know how to go about it. The Government, therefore, organized the Council of Defense to show the people how to help the Government. There were small councils of defense in every county, and at the head of all of these smaller councils in each state was one large council. Dr. D. H. Hill directed the North Carolina Council of Defense.

The members of the Council of Defense served in many ways. They kept watch in every neighborhood against traitors and slackers. They helped sell liberty bonds and war savings stamps. They encouraged the people to plant gardens and showed them how. They raised money for

the Red Cross and other welfare organizations. Wherever anything worth while was going on in the State there was a Council of Defense busily at work.

The result of all these efforts was a state united, with men, women and children at work. Men, money, food, fuel and help never failed. These great organizations took the time, strength and money of thousands of our citizens. But all gave themselves freely. Joseph G. Brown, John W. Fries, Henry A. Page, A. W. McAllister, R. C. Norfleet, D. H. Hill, all served without pay as directors for the whole State. In every county prominent citizens likewise gave their services to the Government as soldiers of liberty.

---

## WELFARE WORK AT HOME AND ABROAD

The people of North Carolina not only furnished soldiers to the Government, they also sent welfare workers to the camps and to France to care for them. They formed societies at home to make clothing, bandages and comforts for the soldiers. They took care of the relatives of soldiers who needed any kind of help. Moreover, they helped many other people who needed aid for any reason.

The greatest of all our welfare organizations was the Red Cross. In every neighborhood throughout the land there were branches of the Red Cross. In North Carolina there were 250,000 members. These patriotic workers made over 2,500,000 articles for the soldiers. They sent men and women to the camps in this country, and to France to nurse and care for the soldiers. One North Carolina girl went to Belgium in 1914 as a British Red Cross nurse. She served throughout the war, and was under fire most of the time. For her service she has been decorated by France, Belgium, and Great Britain. Her name is Madelon Battle Hancock. She was born in Asheville and now lives in England.

While the Red Cross was serving the soldiers so nobly, a new call was made on it here at home. A dread disease called influenza swept over the land killing many thousand people. Often all the members of a whole family would be stricken with no one to care for them. Often people would be stricken who were too poor to get a doctor or a nurse. In all such cases the Red Cross organized hospitals, and sent doctors and nurses to care for the sick. Many of these doctors and nurses fell sick and died in this service. They, too, were heroic soldiers fighting a terrible enemy.

A fine branch of the Red Cross work was the canteen, as the service station at the railroad stations was called. These canteens furnished hot meals and other comforts to soldiers passing through on troop trains. A famous canteen was at Raleigh. It served over 250,000 soldiers, and never failed to meet any demand on it.



Akin to the Red Cross was the War Camp Community Service in all towns near which soldiers were encamped. This organization entertained the soldiers as the guests of the towns. Raleigh, Fayetteville, Charlotte, Wilmington, and Southport, had active organizations of this kind. There were also the Y. M. C. A., the Knights of Columbus, the Jewish Welfare Board, the churches, and many others working for the welfare of the soldiers. Thousands of North Carolinians did actual work in these organizations. The people of the State gave over \$3,000,000 to help them in their work.

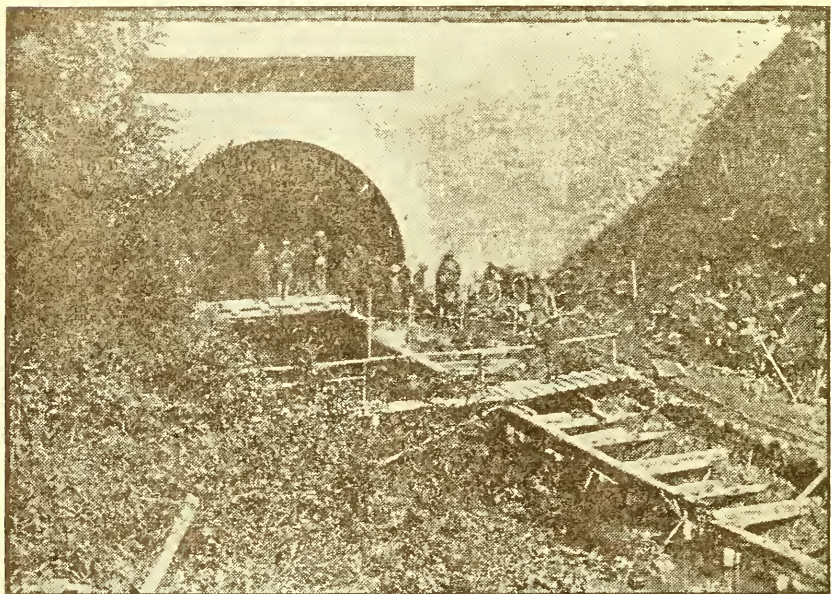


Sniper of the 30th Division in the trenches in Belgium.





Soldiers of the 322d Infantry on November 11, 1918. They have just received news that the armistice has been signed and have stopped their advance against the Germans and are preparing dinner.



Entrance to the great St. Quentin tunnel on the Hindenburg Line. This tunnel runs for several miles underground. It was used as a German dugout to protect thousands of men from artillery fire. Our men of the 30th Division took this tunnel at the point of the bayonet.

# SOME STORIES OF SERVICE

"With high heroic heart,  
They did their valiant part!"

---

## EDWARD KIDDER GRAHAM

We have learned how great and busy men gave their services to the Government without pay. They sold liberty bonds, worked to save food and fuel, helped to raise the army, and worked for the Red Cross and other welfare organizations. There were hundreds of men and women who served the Government in this way. We honor all of them as unselfish and good citizens. We honor in particular Edward Kidder Graham because of the greatness and goodness of his life and because he gave his life in the service.

Edward Kidder Graham was the President of our State University. He began his work in life as a teacher, and he died while working as a teacher and example to all of us. He was born at Charlotte, North Carolina, October 11, 1876. After preparing for college in his native city he entered the University of North Carolina in 1894. At the University he was a fine student, a keen debater, and a brilliant writer. His classmates honored him for these qualities. But they honored him even more as a clean, fair, and sportsmanlike man. He knew how to lead men. His fellow students said that Ed Graham had a habit of being right.

Soon after he graduated in 1898, he began to teach in the University. He was a wonderful teacher because he knew young men and could inspire and guide them. His fame as a teacher went all over the country, and many great colleges asked him to leave the University and come teach for them. They offered him money and positions greater than the University could give him at the time. But Edward Graham would never leave the University because he loved it. The University rewarded him for his loving service by giving him positions of high trust and honor.

Finally in 1915 he was made President of the University. All the State rejoiced in the honor that had come to him. He inspired the students and teachers in the University, and the people of the State, so that never before had North Carolina believed more in education. He worked day and night guiding the University and the State toward better citizenship. Education and Citizenship were his watchwords.

Then came the war. No man knew better than Edward Kidder Graham why we were in the war, and how we must work to win it. He offered his services to the Government, though he was already hard

worked with his duties as president of the University. He helped organize the schools of the country to study the war. He helped direct the Council of Defense for the whole United States. He helped direct the Young Men's Christian Association in its work all over the world, and he had special charge of the colleges in the South Atlantic States which were training young men for the army.

These duties were more than any one man could discharge. Therefore Edward Kidder Graham destroyed his health by hard work. He became sick with influenza, and because he was so weakened by overwork he could not resist the disease. He died October 26, 1918.

The United States lost in him one of its right-hand men. North Carolina lost in him a great leader. Men who had studied and worked with him mourned for him as a friend. His was a great and strong life which he gave in service to humanity. Edward Kidder Graham was a soldier of liberty.

---

### KIFFIN YATES ROCKWELL

On September 23, 1916, the world learned that the aviator Kiffin Rockwell was dead. He had fallen in an air battle in France. Both enemy and friend paid tribute to Rockwell's memory, because of his bravery and skill. He was a leader in that group of men who left their own peaceful countries to fight for France. They believed that France was protecting the rights of the whole world.

Kiffin Rockwell was an American. He was born in Tennessee, but he lived most of his life in North Carolina. For this reason North Carolina claims him, too, and honors his memory.

Kiffin Rockwell and his brother Paul loved France. Their ancestors were French, and these two boys decided long before the war came that they would fight for France if she was ever attacked by Germany.

When France was attacked by Germany in 1914 they went at once to France and joined the French army. Their regiment was the Foreign Legion. It was given this name because it was made up of men from all over the world who wanted to fight for France. In it were many boys from the United States. Victor Chapman, James McConnell, Norman Prince, are the names of some of them. All these men gave their lives for France. All of them are honored as heroes. None of them has greater fame than Kiffin Rockwell. James McConnell was also a North Carolinian. Kiffin and his brother Paul fought for over a year in the trenches. Both received serious wounds. Paul was crippled so that he could not fight any more. Kiffin got well and strong again. He left the Foreign Legion and became an aviator. Then he joined the Lafayette squadron of France and became a great air fighter. May 18, 1916, he brought down the first German plane that was brought down by



an American. Soon he brought down more. It was said of him: "Where Rockwell is the Germans cannot pass." He would never rest except when his airplane needed gas or repairs. As soon as his plane was ready, off he would go in search of the Germans. He gained the highest honors that France can bestow on a soldier, but he said, "I am only paying the debt America owes to France."

Rockwell fought over a hundred battles in the air. But on September 23, 1916, while he was fighting a German plane, a machine-gun bullet struck him in the eye. The great aviator fell to the earth dead. His comrades said, "The best and bravest of us is no more."

In 1916 few Americans thought we would get into the war. We could not understand why American boys should want to give their lives for France. Even Kiffin Rockwell's mother could not see for a long time why he should fight for France. But Kiffin wrote to her one day and said:

"If I die I want you to know that I have died as every man ought to die—fighting for what is right. I do not feel that I am fighting for France alone, but for the cause of all humanity—the greatest of all causes."

In a little while the United States was in this war. Like Kiffin Rockwell, we fought for all humanity against Germany. For this reason we honor Kiffin Rockwell as a pioneer. He led us in a crusade for humanity.

---

## ROBERT LESTER BLACKWELL

Of the 82,000 North Carolinians who went into the army and navy, some died gloriously on the field of battle; some died from horrible wounds; some died of disease. Others went through the same dangers without a scratch. Others never went to France at all, but served here at home.

Why was this so? The answer is—the fortunes of war. When a man joins the army of his country he lays aside for the time his own will and interests. It is not what he wants, but what his superiors think best that he does. This is true from the humblest private to the commanding general of all the armies.

The watchword of the army is service. Service means to obey orders. That is what every soldier is trained to do. He is trained to fear neither death nor suffering. He is trained to fear only failure to do his duty.

All soldiers were serving; all had to bear the fortunes of war. One might die a glorious death; another might suffer a broken body; another might not receive a scratch. Some soldiers might go to great adventures in strange countries; others might drill and labor in training camps in their home country, but whatever fortune of war the good soldier met

with, he met it in the name of service to his country. An example of the greatest service is Robert Lester Blackwell.

Robert Lester Blackwell was a farmer boy. He was born in Hurdle Mills in Person County, North Carolina. When the war broke out he joined the 119th infantry and went abroad to fight. He served with honor in Belgium and on the Hindenburg line at Bellicourt. On October 11, 1918, in a great battle before St. Souplet in France, he and a few of his comrades were cut off from their regiment by the German artillery fire. They knew that unless some one carried a message back to the regiment all of them would be captured or killed. They knew also that any man who tried to get through the German fire would probably be killed. The commanding officer asked for volunteers to carry the message. Without hesitation Blackwell stepped forward. He took the message and plunged into the hail of shells that churned up every foot of the ground. A shell struck him and the brave soldier fell dead.

In memory of this brave deed Congress gave to Blackwell's father a beautiful medal of honor, the highest honor our country can bestow on a soldier. Throughout all the country was read the order citing his bravery for an act that was "above and beyond the call of duty."

Robert Lester Blackwell was not trying to win a name for himself. He was trying to save the lives of his comrades. It was an act of service such as has been described by the Master of men when He said, "Greater love hath no man than this, that a man lay down his life for his friends."

## ERNEST HYMAN

Robert Lester Blackwell, of Person County, sacrificed his life in an effort to save his comrades. No officer would have commanded him to take the risk he did, because there was no hope of success. Thus his act was "above and beyond the call of duty."

Sometimes a soldier is called upon to venture his life in some crisis of battle. This is a call of duty.

Ernest Hyman was a private in the 120th Infantry. On September 29, 1918, his regiment was charging the Hindenburg line at Bellicourt. It was raining, and smoke and fog filled the air. In the darkness Hyman became lost from his company. A coward would have retreated. But Hyman searched until he found another soldier. These two soldiers advanced together. They found three machine-gun nests, broke them up, and captured four German prisoners. Then they went on till they found their company. Hyman went further. He volunteered to go with a patrol, and went 600 yards into the German lines. For this heroism in battle he was given a Distinguished Service Cross. The account of his bravery was read before his comrades.



Over two hundred North Carolina boys did brave deeds like Hyman's. All of them received the Distinguished Service Cross. This cross is an honor given to a man for unusual heroism in battle.

Like Blackwell and Hyman, all of these men were good soldiers. They were not trying to make names for themselves. They were obeying orders. Their bravery was in the name of service.

The names of all these men and the story of their bravery are in this little book. While all should be honored alike, perhaps you would like to find the heroes from your own county, and tell the story of their brave deeds on Armistice Day.

---

### EDGAR M. HALYBURTON

It is a soldier's duty not only to fight in battle, but also to serve his country wherever he may be. This is what Edgar M. Halyburton did.

Edgar M. Halyburton was born at Taylorsville, North Carolina. He volunteered in the regular army and became a sergeant in the 16th Infantry. This regiment was a part of the 1st Division, and was one of the first regiments to go to France.

In November, 1917, the Germans raided the American trenches and took Sergeant Halyburton a prisoner. Sergeant Halyburton was carried into Germany and kept as a prisoner of war from November, 1917, till November, 1918. He was in many German prison camps, and in none of them was he well treated. As the war went on other American prisoners of war came to these camps. The Germans tried to break their spirits and make them give valuable information about the American armies. They kept the American prisoners in dirty houses and did not give them enough to eat.

Many a soldier's spirit would have broken down had it not been for Sergeant Halyburton. He organized the prisoners, and found comfortable places for them to stay in. He saw that all food and clothing due them was fairly divided among all the prisoners. He organized officers and made rules to prevent the Americans from getting discouraged and giving the Germans information about our armies.

Finally in November, 1918, the Armistice was signed and Sergeant Halyburton and the other prisoners of war were sent back to the American army. There it was learned how he had served his country even while in prison. The Government thanked him publicly for these fine services by giving him a medal called the Distinguished Service Medal. Many generals, colonels and other men of high rank received this medal for the fine work they did in training and leading soldiers. But none of them deserves more credit than Sergeant Halyburton. He was not trying to win a name for himself. He was only doing his duty where he was. His was the spirit of service.

## A DOUGHBOY'S OWN STORY

We have learned of brave deeds like Blackwell's and Hyman's. We have learned of fine services like Sergeant Halyburton's.

But there were five million men in the army and navy. What of them? Are they not to be honored, too? They were all in the service. All of them offered their lives. All of them served where duty called them. Thousands of them passed through the same dangers that confronted the heroes about whom we have been studying. Let us learn about these men who called themselves "doughboys."

There is a story of a great battle as the doughboy saw it. It is told by Corporal James E. Gregory, of Pasquotank County.

Corporal James E. Gregory was a North Carolina boy. He fought in Belgium, and later at Bellicourt where the Hindenburg line was broken. This is his account of the Battle of the Hindenburg Line on September 29, 1918:

"At 5:50 a. m., September 29th, our division attacked the Hindenburg line. For four long hours the artillery fire continued from both sides. It looked as if the destruction of the world had begun. I could not hear the sound of a voice. Shells were falling everywhere. Shrapnel was filling the air with its horrible whistle. Wounded men were moaning and groaning on every side. They were pleading for some one to help them. German prisoners were coming over with their hands up. They were yelling 'Kamerad!' Enemy airplanes were whizzing low to the earth and sending showers of bullets on us. My friends everywhere were falling dead and wounded. I hardly knew what was happening. Suddenly the hardest fighting was over. We had taken the great St. Quentin tunnel and the town of Bellicourt. The Hindenburg line had been broken. We spent that night in a German dugout seventy feet underground. The night before Germans had slept there. They thought they would never have to give it up."

This little story is true. It shows us what every soldier went through in battle. Each soldier had his duty to perform. Each one had to face death. Some were killed, but most of them went through safely. All were filled with the spirit of service.

## THE STORY OF "THE PRESIDENT LINCOLN"

One of the finest transports in our Navy was the *President Lincoln*. It was commanded by a North Carolinian, Commander Percy W. Foote. His crew was made up of young boys who had joined the Navy for the war. This great ship had made five trips to France and had carried over twenty-five thousand soldiers.

May 29, 1918, the *President Lincoln* left Brest, France. With her were the *Susquehanna*, the *Antigone*, and the *Ryndam*. Torpedo boat destroyers escorted them for two days. The destroyers then left the four ships to go alone. The *President Lincoln* and her sister ships sailed in safety till the morning of May 31st. About nine o'clock there was a loud crash aboard the *President Lincoln*. She had been struck by a torpedo from a German submarine. Every one knew that the great ship must sink. Her three sister ships had to leave her. Such were the orders. This was to keep the submarine from sinking them, too.

Commander Foote gave orders to abandon the ship. All the sick and wounded men were placed in boats. All boats were lowered into the water. Then most of the sailors jumped from the sinking ship. But the gun crews remained at their posts. They fired at the submarine until the ship went down. At the last minute they jumped, too.

The *President Lincoln* went down with flags flying and left the sailors floating about.

Then the submarine came back. The Germans were looking for prisoners. They tried to find the commanding officer, but the sailors kept him hid. Finally they captured Lieutenant Isaacs and carried him to Germany. But he escaped before the war was over.

The sister ships of the *President Lincoln* sent wireless messages for her aid. Finally the United States destroyer, *Warrington*, learned what had happened. She was two hundred and fifty miles away. But she started for the scene at once. By skillful sailing the commander of the *Warrington* sailed two hundred and fifty miles and found the shipwrecked men by eleven o'clock on the night of the 31st.

Over six hundred men were on the *President Lincoln*. Of these only twenty-six lost their lives. One of these was a negro boy. He was Commander Foote's body servant, and lost his life by trying to help Commander Foote get away. Had it not been for the skill and bravery of Commander Foote in controlling his men, many more would have lost their lives. Because of his skill and bravery the United States gave him the Distinguished Service Medal, and the King of Belgium also pinned a medal on this brave sailor.

## BLUE STARS AND GOLD STARS

HENRY VAN DYKE

It was my lot of late to travel far  
Through all America's domain,  
A willing, gray-haired servitor  
Bearing the Fiery Cross of righteous war—  
And everywhere, on mountain, vale and plain,  
In crowded street and lonely cottage door,  
I saw the symbol of the bright blue star,  
Millions of stars. Rejoice, dear land, rejoice  
That God hath made thee great enough to give  
Beneath thy starry flag unfurled  
A gift to all the world—  
Thy living sons that Liberty might live.

But many a boy we hold  
Dear in our heart of hearts  
Is missing from the home-returning host.  
Ah, say not they are lost,  
For they have found and given their life  
In sacrificial strife;  
Their service stars have changed from blue to gold!  
That sudden rapture took them far away,  
Yet they are here with us today,  
Even as the heavenly stars we cannot see  
Through the bright veil of sunlight  
Shed their influence still  
On our vexed life, and promise peace  
From God to all men of good will.

Peace, peace, O great and holy word!  
Help us, dear God, to guard it with the sword.  
We want a better world than that of old.  
Lead us on paths of high endeavor  
Toiling upward, climbing ever,  
Ready to suffer for the right,  
Until we reach at last a loftier height,  
More worthy to behold  
Our guiding stars, our hero-stars of gold.

## NORTH CAROLINA MEN AWARDED THE DISTINGUISHED SERVICE CROSS

Robert Lester Blackwell was the only North Carolinian who won a Congressional Medal of Honor, which is given for service above and beyond the call of duty. He was from Person County. Two hundred North Carolina boys won the Distinguished Service Cross, which is given for great bravery in battle. Eleven won the Distinguished Service Medal, also, which is given for fine work.

These medals were all given by the United States. France, Great Britain, Belgium, and other nations, also gave medals to many of our soldiers. But we cannot yet learn who they were. As far as possible, the names of these men decorated by the United States, and the stories of their services are told under the head of the counties from which they came. You should learn the heroes in your own county, and the brave deeds they did.

### ALAMANCE COUNTY:

ROBERT P. COOK, sergeant, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. When his platoon was held up by machine-gun fire during an advance, although suffering from a painful machine-gun bullet wound in the hand, he personally killed the gunner and put the gun out of action, thus permitting the further advance of his platoon.

Home address, William P. Cook, father, Altamahaw, N. C. (G. O. 37, W. D., 1919.)

\*WALTER L. FOSTER, Company D, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Acting as a runner, Private Foster carried frequent messages between his platoon leader and company commander, exposed at all times to heavy enemy fire of artillery and machine guns. While performing this meritorious work he was killed by machine-gun fire.

Home address, Miss Lizzie Foster, sister, Haw River, N. C. (G. O. 21, W. D., 1919.)

JULIUS A. LANKFORD (Army serial number 1319446), private, Company A, 120th Infantry. For extraordinary heroism in action near Saint-Souplet, France, October 17-19, 1918. Being a company runner, he displayed marked bravery, repeatedly crossing heavily shelled areas and exposing himself to machine-gun fire to deliver important messages, enabling his company to maintain adequate liaison.

Home address, John J. Lankford, father, Swepsonville, N. C. (G. O. 81, W. D., 1919.)

JOSEPH N. ROBERTSON, first sergeant, Company D, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. With eight other soldiers, comprising the company headquarters detachment, he assisted his company commander in cleaning out enemy dugouts along a canal and capturing 242 prisoners.

Home address, Mrs. Ozzie Robertson, wife, Graham, N. C. (G. O. 37, W. D., 1919.)

---

\*Deceased.



**ALEXANDER COUNTY:**

RAYMOND BARNES, private, Company B, 3d Machine Gun Battalion. On July 18, 1918, near Berzy-le-Sec, France, he was severely wounded by a shell, but as soon as he regained consciousness he went forward, rejoined former position in squad, and fought with it until ordered to an aid station by his platoon commander.

Home address, Green M. Barnes, R. F. D. No. 5, Taylorsville, N. C. (G. O. 109, W. D., 1918.)

WILSON D. BROOKSHIRE, private, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Private Brookshire, with one other soldier, attacked a machine-gun post which was causing much damage. They captured the post, taking prisoner one officer and eight men and put the machine gun out of action.

Home address, Mrs. Alice E. Brookshire, mother, Taylorsville, N. C. (G. O. 37, W. D., 1919.)

ALEXIS M. McLEAN (Army serial number 1317178), private, Company K, 119th Infantry. For extraordinary heroism in action near Saint-Souplet, France, October 10, 1918. After one soldier had been killed and another wounded in the attempt he carried a message under heavy fire to company headquarters, bringing up reinforcement which saved his platoon.

Home address, Mrs. Sarah V. McLain, mother, Hiddenite, N. C. (G. O. 81, W. D., 1919.)

HERBERT L. MAYS, sergeant, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Sergeant Mays, with one other soldier attacked a machine-gun post which was causing much damage. They captured the post, taking prisoner one officer and eight men, and put the gun out of action.

Home address, Freeman G. Mays, father, Taylorsville, N. C. (G. O. 37, W. D., 1919.)

**ANSON COUNTY:**

JUNIUS DIGGS, private, Company G, 371st Infantry. For extraordinary heroism in action near Ardeuil, France, September 30, 1918. After his company had been forced to withdraw from an advanced position under severe machine-gun and artillery fire, this soldier went forward and rescued wounded soldiers, working persistently until all of them had been carried to shelter.

Home address, Henry Diggs, father, Lilesville, N. C. (G. O. 46, W. D., 1919.)

PRESTON ALEXANDER McLENDON, passed assistant surgeon, United States Navy, attached to the 5th Regiment, United States Marine Corps. For extraordinary heroism in action near Blanc Mont, France, October 3-4, 1918. During heavy action he continually pushed his dressing station to more advantageous positions. Although in great danger because of a severe shelling, he dressed his patients in an exposed position, using his dugout for the seriously wounded.

Home address, W. J. McLendon, father, Morven, N. C. (G. O. 37, W. D., 1919.)

**ASHE COUNTY:**

ROBERT E. L. KILBY, private, first class, Company K, 9th Infantry. For extraordinary heroism in action near St. Mihiel, France, September 14, 1918. Private Kilby volunteered to go with his company commander to reconnoiter a German trench before a contemplated advance. They encountered a German officer with seven men in the trench. Private Kilby successfully cleaned the trench and saved his captain's life by his coolness and exceptional courage.

Home address, Mr. Elijah Kilby, father, Grayson, N. C. (G. O. 46, W. D., 1919.)

WILLIAM M. WALLACE (serial number 1320330), private, first class, Company E, 120th Infantry. For extraordinary heroism in action near Mazinghien, France, October 19, 1918. With another soldier Private Wallace volunteered and rescued a wounded comrade from an exposed position in front of the line, after two other men had lost their lives in attempting to do so.

Home address, Mrs. Mary Wallace, mother, Othello, N. C. (G. O. 50, W. D., 1919.)

**BLADEN COUNTY:**

EDWARD LEDWELL, private, Company H, 131st Infantry. For extraordinary heroism in action near Bois de Chaume, France, October 9, 1918. Advancing single-handed against a machine gun, Private Lidwell put it out of action, killing its crew of three and preventing an enfilading fire on the company, thus saving many lives.

Home address, Wallace Brauon, nephew, 24 Seventeenth St., White Oak, N. C. (G. O. 37, W. D., 1919.)

\*HARVEY L. LEDWELL, sergeant, Company A, 4th Infantry. For extraordinary heroism in action near le Charmel, France, July 26, 1918. Although seriously wounded, he refused aid of his men, who stopped to assist him, ordering them forward and directing their attack until they had passed beyond hearing distance.

Home address, Wallace Brauon, 24 Seventeenth St., White Oak, N. C. (G. O. 32, W. D., 1919.)

ERNEST S. SAVAGE, first lieutenant, 316th Machine Gun Battalion. For extraordinary heroism in action near Grimacourt, France, November 11, 1918. Although so sick from gas that he could hardly move, and vomiting heavily into his gas mask, he successfully conducted the fire of his machine-gun platoon in the face of heavy shrapnel, gas, and machine-gun fire. He received no medical attention until late in the afternoon after the attack was over.

Home address, Samuel A. Savage, father, Council, N. C. (G. O. 32, W. D., 1919.)

**BRUNSWICK COUNTY:**

FORNEY B. MINTZ, sergeant, Company A, 308th Infantry. For extraordinary heroism in action near Binarville, France, September 28, 1918. Sergt. Mintz, in command of a platoon, worked his way through the enemy rear guard and captured five machine guns and an ammunition-carrying party. Although badly wounded when an organized position of the enemy was encountered he made his way back to request reinforcements and brought with him two german prisoners, from whom valuable information was obtained.

Home address, Sam B. Mintz, father, Mill Branch, N. C. (G. O. 35, W. D., 1919.)

---

\*Deceased.

\*BENJAMIN B. SMITH, private, Company A, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. After being wounded twice in making attacks with his own organization, he joined Australian troops and attacked with them, being wounded a third time before he consented to be evacuated.

Home address, W. M. Smith, father, Ash, N. C. (G. O. 21, W. D. 1919.)

#### **BUNCOMBE COUNTY:**

BRYAN BECKWITH, second lieutenant, Company F, 119th Infantry. For extraordinary heroism in action near Ypres, Belgium, August 25, 1918. At imminent peril to his life, Lieutenant Beckwith (then a sergeant) and two companions extinguished a fire in an ammunition dump, caused by a bursting shell, thereby preventing the explosion of the dump and saving the lives of a large number of men who were in the vicinity.

Home address, Robert B. Beckwith, Black Mountain, N. C. (G. O. 44, W. D., 1919.)

WILLIAM HERREN, first sergeant, Machine Gun Company, 56th Infantry (Army serial number 559453). For extraordinary heroism in action near Ville-Savoie, France, August 7, 1918. He carried guns and ammunition to the front-line platoons through an intense barrage after several carrying details had failed to get through. He then volunteered to stay with the right-flank platoon, which was under heavy fire in an exposed position. During the afternoon he and one other man pushed forward with a captured machine gun and assisted materially in breaking up several hostile counter attacks during the day.

Next of kin, Mrs. H. L. Herren, mother, 22 Herren Avenue, West Asheville, N. C. (G. O. 64, W. D., 1919.)

HARVEY S. HESTER, first lieutenant, 120th Infantry. For extraordinary heroism in action near Vaux-Andigny, France, October 10, 1918. Although severely wounded in the back by shrapnel, he led his platoon forward, covering a flank of his battalion, which was exposed to heavy enemy fire.

Home address, Mrs. E. G. Hester, Kenilworth Park, Asheville, N. C. (G. O. 35, W. D., 1919.)

HAROLD A. HUDSON, sergeant, first class, Company C, 105th Field Signal Battalion. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Sergeant Hudson and a number of other members of a signal detachment were wounded by shell fire while proceeding through an enemy counter-barrage to the front line, but disregarding his own injuries, this soldier administered first aid to his wounded comrades and then extended a telephone line to the advance message center, and with five men maintained and operated the message center.

Residence at enlistment: Asheville, N. C. (G. O. 126, November 11, 1919, p. 536.)

ETHEN S. KOON, second lieutenant, 119th Infantry. For extraordinary heroism in action near Ypres, Belgium, August 31, 1918. Ignoring his severe wound, suffered in the advance of his platoon against the enemy south of Ypres, he remained with his men until all the wounded had been evacuated and personally directed the reorganization of his position until ordered to the rear by his commanding officer.

Home address, Mrs. J. N. Koon, mother, P. O. Box 343, Asheville, N. C. (G. O. 44, W. D., 1919.)

**ROBERT S. PIERCE**, private, first class, Company C, 105th Field Signal Battalion. For extraordinary heroism in action near Bellicourt, France, September 27, 1918. After the signal detachment of the 118th Infantry had suffered severe casualties and were no longer able to aid in maintaining lines between the 118th and 117th Regiments, Private Pierce rendered valuable services by keeping up the entire line of communication, working day and night under constant and sweeping artillery fire. Almost uninterrupted service was maintained between the regiments, owing in great part to his untiring energy.

Home address, Robert F. Pierce, father, Fire Department, Asheville, N. C. (G. O. 46, W. D., 1919.)

**LOCKWOOD WILLIAMS** (Army serial number 2384231), first sergeant, Company I, 60th Infantry. For extraordinary heroism in action near Clery-le-Petit, France, November 5, 1918. When his company was held up by a machine-gun nest, First Sergeant (then Sergeant) Williams, with two soldiers attacked the nest, killed two gunners and captured eight prisoners. This act made it possible for his company to advance and clear the bridgehead for the crossing of the brigade.

Home address, Mrs. Addie Williams, mother, Asheville, N. C. (G. O. 71, W. D., 1919.)

#### **BURKE COUNTY:**

**ALBERT L. RUST**, master engineer, Company D, 105th Engineers. For extraordinary heroism in action at Bellicourt, France, September 29, 1918. He commanded a platoon of Engineers following the first wave of the infantry for the purpose of clearing a road for the artillery. Under heavy shell and machine-gun fire, he directed the work with exceptional ability, at one time leading his platoon in advance of the Infantry. By organizing covering parties and utilizing two automatic riflemen, who had become separated from their own unit, he kept his platoon intact, capturing 35 prisoners and cleaning out three machine-gun nests in the course of his operations. While making a reconnaissance ahead of his platoon he personally took nine Germans, after wounding their officer. As a result of his skillful leadership and gallant conduct his mission was successfully carried out.

Home address, David L. Rust, father, Morganton, N. C. (G. O. 145, W. D., 1918.)

#### **CABARRUS COUNTY:**

**ALBERT LEE CRANFORD** (serial number 1310721), private, Company D, 118th Infantry. For extraordinary heroism in action near Bellicourt, France, September 27, 1918. After all his comrades had been killed or wounded, and he himself injured by an enemy hand grenade, Private Cranford defended his post single-handed in the face of a German bombing attack until reinforcements arrived. He then continued on duty with his company, refusing to be evacuated until he was severely gassed later.

Home address, Mrs. Cora Cranford, sister, Concord, N. C. (G. O. 50, W. D., 1919.)

**ERNEST B. GREEN**, private, Company D, 118th Infantry. For extraordinary heroism in action near Bellicourt, France, September 25, 1918. Although stunned and bruised by a shell which burst in his trench, he went to the aid of a comrade outside of the trench and brought him to safety. This was in full view of the enemy and under heavy shelling.

Home address, Mrs. J. M. Green, 18 South Valley Street, Concord, N. C. (G. O. 37, W. D., 1919.)



\*CARL O. JONES, private, Company E, 118th Infantry. For extraordinary heroism in action near Montebtain, France, October 8, 1918. Crawling to the flanks of a German machine-gun nest, he covered the crew with his rifle from a distance of 30 yards and captured 12 of the enemy. This gallant soldier was subsequently killed in action.

Home address, John Jones, Gibson Mill, Concord, N. C. (G. O. 37, W. D., 1919.)

JOSEPH H. LAUGHLIN (Army serial No. 56681), private, Company A, 28th Infantry. For extraordinary heroism in action near Cantigny, France, May 28-30, 1918. In command of the battalion runners, Private Laughlin volunteered to carry messages through unusually heavy fire. During a very critical period of the fighting he twice went through a machine-gun barrage to the front line to obtain information when no word from that source had been received for a long period.

Home address, J. F. Laughlin, father, 178 Depot Street, Concord, N. C. (G. O. 98, W. D., 1919.)

\*ALBERT McKAY (Army serial No. 1865857), corporal, Company C, 105th Engineers. For extraordinary heroism in action near Montbrechain, France, October 8, 1918. Corporal McKay, a runner, passed unflinching through heavy enemy shell fire to inform platoon leaders of the location of cover from the advance enemy counter-barrage, continuing to expose himself until all were protected, thereby preventing many casualties. As he was returning from this mission he was badly wounded and died shortly afterwards.

Next of kin, Mrs. Belle Branton McKay, Kannapolis, N. C. (G. O. 87, W. D., 1919.)

THOMAS A. MOORELAND (Army serial number 1312068), private, first class, Company K, 118th Infantry. For extraordinary heroism in action near Saint Martin, Revere, France, October 17, 1918. He volunteered to go forward with another soldier to attack a machine-gun emplacement which was holding up a part of our line. Advancing over open ground under heavy fire, these two men destroyed the enemy position, capturing three prisoners and allowing a resumption of the general advance.

Home address, Sam M. Mooreland, father, 185 Young Street, Concord, N. C. (G. O. 81, W. D., 1919.)

\*VANCE SHANKLE (Army serial No. 1312113), corporal, Company K, 118th Infantry. For extraordinary heroism in action near St. Martin-Riviere, France, October 17, 1918. When the advance of his company was held up, he volunteered to go forward with another soldier, to reduce a machine-gun emplacement. Advancing in front of our lines, these two soldiers attacked the enemy position, destroyed it, and captured three prisoners. Corporal Shankle was killed in action shortly afterwards.

Next of kin, Brooks B. Shankle, brother, Kannapolis, N. C. (G. O. 87, W. D., 1919.)

ZEBULON B. THORNBURG, first lieutenant, 118th Infantry. For extraordinary heroism in action near Montebtain, France, October 8-16, 1918. Although he was severely wounded on October 8 to such an extent that eating was impossible, he remained as second in command until the night of October 16, when he was again wounded during an advance by his company.

Home address, Mrs. A. B. Thornburg, West Depot Street, Concord, N. C. (G. O. 37, W. D., 1919.)



**CALDWELL COUNTY:**

**WILLIAM J. McDADE**, sergeant, Company B, 117th Infantry. For extraordinary heroism in action near Geneve, France, October 8, 1918. While advancing with his platoon on the morning of October 8, Sergeant McDade was seriously wounded in the hip, but insisted upon remaining with his platoon. He was again wounded twice by machine-gun fire, but continued to the objective, where he materially aided in consolidating the position. He was then ordered to the aid station by his commanding officer and was later evacuated to the hospital.

Home address, Fletcher R. McDade, brother, Lenoir, N. C. (G. O. 46, W. D., 1919.)

**EDWARD L. SPENCER**, second lieutenant, 371st Infantry. For extraordinary heroism in action north of Ardeuil, France, September 30, 1918. Having been wounded in the leg by machine-gun fire, he nevertheless continued to remain with his platoon, leading it successfully through an intense barrage of machine-gun and artillery fire to its position. He remained on duty with his command until two days later, when his regimental commander ordered him to the rear.

Home address, J. T. Spencer, father, Lenoir, N. C. (G. O. 46, W. D., 1919.)

**CAMDEN COUNTY:**

**BURT T. FORBES** (Army serial number 1316253), corporal, Company I, 119th Infantry. For extraordinary heroism in action near Ypres, Belgium, September 1, 1918. While his patrol was acting as a flank guard, with orders not to fire unless absolutely necessary, he detected an enemy patrol of eight men approaching and starting to set up a machine gun. Crawling forward alone, he charged the enemy patrol and, single-handed, killed three Germans and routed the other five.

Home address, Stephen B. Forbes, father, Old Trap, N. C. (G. O. 81, W. D., 1919.)

**WALTER S. FOREHAND** (Army serial No. 1316251), sergeant, Company L, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Sergeant Forehand showed exceptional bravery and devotion to duty by advancing with another soldier, though separated from his platoon, in the attack by his regiment on September 29, 1918. They found four privates, also lost in the smoke and fog, and with this small party proceeded toward the objective. During their advance they surprised and captured 92 Germans, including several officers, without other aid. They succeeded in getting all the prisoners back to the military police, and then rejoined their platoon.

Home address, B. S. Forehand, father, South Mills, N. C. (G. O. 78, W. D., 1919.)

**CARTERET COUNTY:**

**\*YOU MAN Z. WEEKS**, corporal, Company F, 118th Infantry. For extraordinary heroism in action near Bellicourt, France, September 30, 1918, and October 8, 1918. Corporal Weeks on the morning of September 30, when two enemy machine guns were making a part of the line untenable, advanced across open ground upon one of the guns, rushed the position alone, captured the gun and five of the enemy, and shot down the sixth, who endeavored to escape. By this gallant act he prevented the enemy from enfilading our position and

---

\*Deceased.

thereby saved the lives of many of his comrades. In a later advance, while leading his men in an attack upon an enemy machine-gun nest, he was killed.

Home address, Mrs. Mary Weeks, North Cedar Point, N. C. (G. O. 133, W. D., 1918.)

#### **CHEROKEE COUNTY:**

MONROE C. HOOPER (Army serial No. 1316313), corporal, Company I, 119th Infantry. For extraordinary heroism in action near Busigny, France, October 10, 1918. Knocked down by the explosion of an explosive bullet beneath his helmet, he regained his feet and led the members of his patrol against a hostile patrol which had been encountered. Though he and his men were outnumbered nearly five to one, he led the advance against the enemy, himself killing seven Germans.

Home address, Mrs. Hooper, wife, Andrews, N. C. (G. O. 81, W. D., 1919.)

HENRY G. KELLY, private, Company G, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 20, 1918. Voluntarily advancing alone against a machine-gun nest which was causing heavy casualties in his platoon, he bombed the enemy position, killing five of the crew and capturing the remaining three.

Home address, U. E. Kelly, grandfather, Andrews, N. C. (G. O. 46, W. D., 1919.)

ROBERT McDONALD, private, first-class, Company M, 119th Infantry. For extraordinary heroism in action near St. Souplet, France, October 9-10, 1918. He showed exceptional bravery and courage by going forward alone on many occasions to gain information of the enemy. He remained on duty with his company after being wounded until ordered to the rear for treatment.

Home address, John Moshburn, uncle, Regal, N. C. (G. O. 37, W. D., 1919.)

DECATUR F. ROSE, private, Company K, 119th Infantry. For extraordinary heroism in action near St. Souplet, France, October 11, 1918. During an attack by his regiment he was carrying a message from his platoon commander to company headquarters. On the way he met an enemy patrol, and although alone, immediately opened fire upon them, continuing to fire, after being wounded in both legs, until enemy had been completely routed.

Home address, Mr. Stephen L. Rose, father, Unaka, N. C. (G. O. 37, W. D., 1919.)

#### **CHOWAN COUNTY:**

JOHN C. BYRUM (serial No. 1312091), first sergeant, Company E, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Although he was wounded at the very start of the attack, Sergeant Byrum continued with the advance, reorganizing scattered units and leading them back to the line. Later his arm was shot off, but he steadily refused evacuation until loss of blood so weakened him that he was taken to the rear.

Home address, Mrs. K. E. Byrum, mother, Edenton, N. C. (G. O. 50, W. D., 1919.)

#### **CLEVELAND COUNTY:**

HERBERT O. CHAMPION, private, first-class, sanitary detachment, 105th Engineers. For extraordinary heroism in action July 16, 1918. When an enemy airplane dropped a bomb in the camp of his organization, killing one soldier and wounding seven, including himself, he administered first aid to the other wounded, helped to carry them to the dressing station, and there gave

further assistance in dressing and evacuating the wounded men, never mentioning his own serious injuries until he knew that all the others had been cared for.

Home address, Dr. C. C. Champion, father, Mooresboro, N. C. (G. O. 145, W. D., 1919.)

THOMAS B. GOLD, first lieutenant, Medical Corps, 119th Infantry. For extraordinary heroism in action near Busigny, France, October 9, 1918, and Mazinghein, France, October 18-19, 1918. During the attack of October 9, he established his aid post in a roadside shrine up with the front line, where he rendered valuable assistance to the wounded. On another occasion he established alone a post close to the front line, where he again gave treatment until the heavy fire of the enemy forced him to withdraw. During the advance of October 18-19, he established another front-line post under the enemy fire, and thus saved the lives of many of the troops.

Home address, Mrs. T. B. Gold, wife, Lawndale, N. C. (G. O. 44, W. D., 1919.)

DENNIS C. TURNER, captain, 30th Infantry. For extraordinary heroism in action near Mezy, France, July 15, 1918. Although completely surrounded and his ammunition exhausted, Captain (then lieutenant) Turner refused to surrender. Assembling his platoon of about 18 men, he made a dash for our lines through the enemy's machine-gun and rifle fire, and by taking advantage of all available cover and using grenades and ammunition found on the way, succeeded in joining our troops.

Home address, Mrs. E. F. Turner, Shelby, N. C. (G. O. 32, W. D., 1919.)

#### **COLUMBUS COUNTY:**

ROBERT F. LEWIS, corporal, Company G, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. His section having been stopped by a concealed machine gun, Corporal Lewis, on his own initiative, crawled forward alone over ground swept by machine-gun fire. Attacking the nest with bombs and firing at it with his rifle, he killed the entire crew, numbering seven, and thereby cleared the way for the further advance of his section.

Home address, Mrs. Errie A. Lewis, wife, Wananish, N. C. (G. O. 46, W. D., 1919.)

#### **CRAVEN COUNTY:**

JOHN C. DUFFY, second lieutenant, Company F, 53d Infantry. For extraordinary heroism in action near Landersbach, Alsace, October 4, 1918. During an attack by a German raiding party of about 300 men he took command of a post where the five men manning it had been killed or wounded by liquid fire. By his coolness and fearless exposure of himself he was able to hold the post with a small reinforcement. After the raid he removed some 20 grenades which had become dangerously hot, due to the fire, and were about to explode.

Home address, Mrs. W. C. Blanchard, mother, 28 Pollock St., New Bern, N. C. (G. O. 130, W. D., 1918.)

RAY F. SHUPP, first lieutenant, 4th Infantry. For extraordinary heroism in action near Gland, France, July 21, 1918. After crossing the Marne with the leading platoon of his company, Lieutenant Shupp, with two companions, made a surprise attack on the enemy machine-gun emplacement and succeeded in taking one gun and eight prisoners.

Residence at appointment: 33 National Avenue, New Bern, N. C. (G. O. 126, W. D. Nov. 11, 1919, p. 547.)

\*LAWRENCE E. THOMPSON, corporal, Company F, 16th Infantry. For extraordinary heroism in action near Boissons, France, July 19, 1918. In order to ascertain the location of a machine-gun which was inflicting heavy losses upon his platoon, he unhesitatingly went forward and was killed in the performance of this courageous duty.

Home address, Ulysses G. Thompson, uncle, Thurman, N. C. (G. O. 15, W. D., 1919.)

#### CUMBERLAND COUNTY:

EDGAR BLANCHARD (Army serial No. 1880391), private, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. He displayed marked personal bravery, capturing single-handed seven Germans whom he came upon in a trench and dugout. While taking the prisoners to the rear he met a wounded soldier, and preferring to return to the firing line, turned the prisoners over to the wounded man and rejoined his squad.

Home address, Mrs. Addie Blanchard, mother, Fayetteville, N. C. (G. O. 81, W. D., 1919.)

DANIEL B. BYRD, first lieutenant, Company F, 119th Infantry. For extraordinary heroism in action near Escafourt, France, October 10, 1918. Leading a small detachment under heavy fire, while the regiment was making an advance, he encountered stiff resistance which threatened to cut his detachment from the main line. By his utter disregard of the great danger, and the prompt placing of his automatic rifles, he made it possible for his detachment to return to the lines. He was wounded by shrapnel, but he remained with the men until ordered to the rear by his commanding officer.

Home address, Mr. W. J. Byrd, brother, Fayetteville, N. C. (G. O. 37, W. D., 1919.)

OTIS R. DOUGLAS, private, Company C, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Hearing cries of distress from a disabled tank, he assisted an officer by advancing in the face of terrific machine-gun and shell fire to the spot. Notwithstanding the fact that the tank was subject to point-blank fire of artillery, he succeeded in rescuing the badly wounded tank commander and removing him to a place of safety.

Home address, Mrs. Otis R. Douglas, wife, R. F. D. No. 1, Fayetteville, N. C. (G. O. 44, W. D., 1919.)

EDGAR S. W. DRAUGHON, private, Sanitary Detachment, 120th Infantry. For extraordinary heroism in action near St. Quentin, France, September 29 to October 20, 1918. Throughout this period Private Draughon labored unceasingly in evacuating the wounded from the front line to the battalion aid post. On October 19, with complete disregard for his personal safety, he advanced under heavy shell and machine-gun fire beyond the front line, rendered first aid to a wounded officer and assisted him to the rear.

Home address, Mrs. G. W. Draughon, mother, R. F. D. No. 2, Fayetteville, N. C. (G. O. 35, W. D., 1919.)

WALTER J. FILLYAW (Army serial No. 2340137), private, Medical Detachment, 4th Infantry, 3rd Division. For extraordinary heroism in action near Cunel, France, October 5, 1918. Having been wounded and ordered to the rear, Private Fillyaw nevertheless continued to administer first-aid treatment



to other wounded men under constant shell fire, until he was wounded a second time, when he was evacuated, despite his protests.

Residence at enlistment: Fayetteville, N. C. (G. O. 126, W. D. Nov. 11, 1919, p. 532.)

\*HENRY H. HALL (Army serial No. 1316674), private, Company L, 119th Infantry. For extraordinary heroism in action near Voormezele, Belgium, August 31, 1918. When the carrier of a Lewis gun crew was killed, he took his place, and the ammunition becoming exhausted, volunteered to go for a new supply under heavy fire. Wounded while on this mission, he opened fire on the enemy with his rifle, engaging a hostile patrol until he was mortally wounded by a second bullet.

Next of kin, Horace W. Hall, father, R. F. D. No. 2, Hope Mills, N. C. (G. O. 87, W. D., 1919.)

ROBERT J. LAMB, major, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. In command of a company he, with two other men, rushed a machine-gun post which was holding up the advance, killing the German crew. Later, separated from part of his command, owing to a dense smoke screen, he found himself with a few men in front of three German machine-gun nests. Leading the attack, he captured the enemy positions with 25 prisoners.

Home address, Mrs. James W. Lamb, mother, Fayetteville, N. C. (G. O. 81, W. D., 1919.)

NOEL E. PATON, sergeant, Company A, 344th Battalion, Tank Corps. For extraordinary heroism in action near Woel, France, September 14, 1918. While on a reconnaissance patrol under heavy machine-gun fire he was seriously wounded and ordered to the rear. Refusing to seek safety, he crawled to the assistance of two comrades whom he had seen disappear under a burst of shrapnel, and with one arm useless, attempted to render aid while he was himself suffering from loss of blood.

Home address, Mrs. J. L. Allen, mother, Fayetteville, N. C. (G. O. 46, W. D., 1919.)

GEORGE B. WARD, private, Company D, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. When his company was halted by enemy machine-gun fire, Private Ward rushed the hostile position and killed one gunner with his bayonet. Later in the engagement he came upon 20 of the enemy in a trench. He bayoneted 3 of these and took the others prisoners. He was severely wounded in the action.

Home address, Thomas Ward, father, Fayetteville, N. C. (G. O. 44, W. D., 1919.)

#### DARE COUNTY:

ELWOOD TWIFORD (Army serial No. 1314770), private, Company A, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Having become separated from the remainder of his squad in a heavy fog and being surrounded by several enemy machine gunners, Private Twiford set up his automatic rifle, and within a few minutes killed or captured all of the enemy near him.

Home address, W. J. Twiford, father, East Lake, N. C. (G. O. 87, W. D., 1919.) (See also G. O. 98, W. D., 1919, page 18.)

---

\*Deceased.



**DAVIDSON COUNTY:**

**DUNCAN J. DEVANE**, sergeant, Company C, 115th Machine-Gun Battalion. For extraordinary heroism in action near Ypres, Belgium, August 23, 1918. Upon learning that several members of his platoon had been wounded by enemy shell fire, he immediately left his dugout and went to their assistance. After carrying one man to shelter and being knocked down by a bursting shell in so doing, he returned to the shelled area and helped carry the rest of the wounded men to the dressing station 500 yards away across a field which was being heavily bombarded with gas and high-explosive shells.

Home address, Dr. James D. Devane, father, East Arcadia, N. C. (G. O. 35, W. D., 1919.)

**JOHN W. FAUST**, sergeant, Machine-gun Company, 38th Infantry. For extraordinary heroism in action near Cunel, France, October 22, 1918. After all the officers of his company had been wounded, Sergeant Faust (then corporal) assumed command, and with great courage and bravery organized a detachment, recapturing two of his machine guns that had fallen to the enemy in a counter-attack in the earlier days.

Home address, T. W. Faust, father, R. F. D. No. 2, Lexington, N. C.

**WILLIAM J. PARKER** (Army serial No. 1319291), sergeant, Company A, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Severely wounded in the abdomen while in charge of a detail carrying up trench mortar ammunition, he refused to be evacuated, advancing 500 yards, until his left arm was blown off by shell fire. Refusing to be carried on a stretcher, which he said was needed for more severely wounded men, he walked 2 kilometers to the first-aid station.

Home address, Joseph C. Parker, Lexington, N. C. (G. O. 81, W. D., 1919.)

**ANDREW H. VARNER** (Army serial No. 1315405), private, first-class, Company D, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Seeing that wounded companion had been abandoned by stretcher-bearers because of intense enemy shelling, he took two enemy prisoners, and going out with them for 75 yards through heavy fire, rescued the wounded soldier.

Home address, Mrs. Jane Varner, mother, Thomasville, N. C. (G. O. 81, W. D., 1919.)

**RAY WILLIAMS** (Army serial No. 1319337), bugler, Company A, 120th Infantry. For extraordinary heroism in action near Vaux Andigny, France, October 8-12, 1918. Throughout this period Bugler Williams, acting as company runner, showed utter disregard for personal safety in carrying messages under fire. On October 10, when the advance of his company was checked by enemy machine-gun and direct artillery fire, he carried a message of great importance to battalion headquarters and returned with an answer through a hail of bullets and shells. He continued to carry messages until he dropped from sheer exhaustion, and even then begged to be permitted to resume his duties.

Home address, M. T. Williams, father, Lexington, N. C. (G. O. 87, W. D., 1919.) (See also G. O. 98, W. D., 1919, page 38.)

**DAVIE COUNTY:**

\***CHARLES JORDAN** (Army serial No. 1316133), private, Company H, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. He repeatedly exposed himself to enemy fire to save his

\*Deceased.

comrades, going forward in advance of our lines to attack machine-gun nests. After reducing one enemy nest with rifle grenades, he proceeded to attack another, and while doing so was killed by enemy snipers.

Next of kin, George W. Jordan, father, Colemee, N. C. (G. O. 87, W. D., 1919.)

#### **DUPLIN COUNTY:**

ISHAM R. WILLIAMS, second lieutenant, 7th Infantry. For extraordinary heroism in action near Fossey, France, July 21, 1918. He led a patrol across the Marne River under intense machine-gun fire, and when his boat was sunk twice swam the river to correct the fire of his covering detachment and to bring his patrol to safety after their mission had been accomplished.

Home address, Mary Lyde Hicks Williams, mother, Faison, N. C. (G. O. 44, W. D., 1919.)

#### **DURHAM COUNTY:**

THOMAS P. BANE (Army serial No. 1307266), corporal, Company C., 117th Infantry. For extraordinary heroism in action near Busigny, France, October 9, 1918. Corporal Bane, while leading his squad in the advance with his company, was wounded by a machine-gun bullet in the head. Despite his wound he continued in the advance until the objective was reached and the position consolidated. Corporal Bane on the day previous, in company with two comrades, rushed a nearby machine-gun nest, killing five of the enemy and capturing the remainder.

Home address, Daniel D. Bane, father, 203 Elm Street, Durham, N. C. (G. O. 78, W. D., 1919.)

OLLIE POPE, private, Company C, 120th Infantry. For extraordinary heroism in action between St. Quentin and Cambrai, France, October 9, 1918. He was wounded in action between St. Quentin and Cambrai, France, and after having his wounds dressed, he was unable to locate his company. He returned, however, to the front line and fought throughout the day, locating and returning to his own organization after dark.

Home address, Mrs. Martha M. Pope, 1101 Worth Street, Durham, N. C. (G. O. 37, W. D., 1919.)

LAWRENCE STANFIELD, color sergeant, Headquarters Company, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 28, 1918. While attached to the regimental intelligence service he was severely gassed, but after receiving first-aid treatment he insisted on returning to duty. Gassed a second time and relieved for a short period, he personally made a search for wounded men, and finding a large number, went to the aid station and brought stretcher-bearers. He continued this work until he was blinded by the effects of the gas.

Home address, R. H. Stanfield, father, 705 East Main Street, Durham, N. C. (G. O. 133, W. D., 1918.)

HUBERT O. TEER, first lieutenant, Company L, 371st Infantry. For extraordinary heroism in action at Ardeuil, France, September 29, 1917. Severely wounded in the back about 11 a. m., Lieutenant Teer continued to command his platoon until 4 p. m., when he was forced to withdraw from action on account of complete exhaustion.

Home address, Mr. Nello L. Teer, brother, Durham, N. C. (G. O. 21, W. D., 1919.)

**EDGECOMBE COUNTY:**

SAMUEL R. BROWN, sergeant, Company F, 322d Infantry. For extraordinary heroism in action November 9, 1918, near Moranville and Grimacourt, France. After having been wounded in the afternoon of November 9, he had this wound dressed and returned to his platoon through very heavy enemy artillery and machine-gun fire. When his platoon was relieved he returned to the former position through enemy artillery fire to the rescue of a wounded man and assisted him to the rear.

Home address, J. F. Brown, father, Macclesfield, N. C. (G. O. 32, W. D., 1919.)

THOMAS W. CARLISLE (Army serial No. 1315229), sergeant, Company D, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918, and near St. Souplet, France, October 12, 1918. He volunteered with two comrades and went in advance of our lines, under heavy machine-gun fire, and rescued a wounded soldier. Later, when his platoon had been reduced to four men, he inspired them by his personal courage to hold their position until reinforcements arrived.

Home address, Mrs. Bessie C. Cobb, sister, Tarboro, N. C. (G. O. 81, W. D., 1919.)

THOMAS H. ROYSTER, first lieutenant, Medical Corps, attached to 30th Infantry. For extraordinary heroism in action near Crexancy, France, July 15, 1918. When casualties during the offensive of July 15, 1918, had become so great that it was necessary to work in the open, Lieutenant Royster exposed himself to the severe fire for ten hours, dressing and caring for the wounded.

Residence at appointment: Tarboro, N. C. (G. O. 126, W. D., Nov. 11, 1918, page 546.)

GARLAND SPAIN, corporal, Company E, 322d Infantry. For extraordinary heroism in action near Moranville, France, November 9, 1918. Leading his squad against six enemy machine guns, during which time he was hit twice from the exacting fire therefrom, he drove the enemy from the stronghold, making possible the further advance of his company.

Home address, Mrs. Mattie Hines, sister, Rocky Mount, N. C. (G. O. 32, W. D., 1919.)

CHARLES F. STEPHENSON (Army serial No. 1329349), corporal, Company D, 105th Engineers. For extraordinary heroism in action at Bellicourt, France, September 29, 1918. As Corporal Stephenson and his squad were engaged in planking over a shell hole, they were fired on from the side. Locating the course of the fire by a flash, he attacked the enemy position with his rifle, killing one German, taking two prisoners, and clearing the adjacent shell holes. His quick initiative and bravery saved the lives of his men and prevented an interruption of their work.

Home address, Mrs. Della Dupree Stephenson, wife, Rocky Mount, N. C. (G. O. 98, W. D., 1919.)

**FORSYTH COUNTY:**

MACK C. BYRD, first sergeant, Company D, 2d Engineers. For extraordinary heroism in action near Bois de Belleau, France, June 3, 1918. Although badly wounded and suffering intense pain, Sergeant Byrd refused evacuation, remaining and assisting his commanding officer throughout the operations.

Home address, Frank W. Byrd, brother, Zeigler Street, Winston-Salem, N. C. (G. O. 23, W. D., 1919.)

**JAMES O. JORDAN**, private, Company H, 117th Infantry. For extraordinary heroism in action near Busigny, France, October 9, 1918. When his platoon was subjected to heavy machine-gun fire from the front and flanks, Private Jordan courageously operated his automatic rifle from an exposed position with such good effect that fire superiority was maintained until reinforcements arrived.

Home address, Mrs. Clara Jordan, wife, 303 Devonshire Street, Winston-Salem, N. C. (G. O. 37, W. D., 1919.)

**MACK O. OLIVER**, sergeant, Company H, 28th Infantry. For extraordinary heroism in action west of the Meuse, France, October 11, 1918. After having been severely wounded by shrapnel, he refused to leave the lines, realizing the urgent need of men. After being relieved, he walked to the dressing station, despite his weakness from loss of blood and his painful suffering from the wound.

Home address, Mack Oliver, father, Second and Shady Ave., Winston-Salem, N. C. (G. O. 44, W. D., 1919.)

\***HERBERT S. TURRENTINE**, private, Company C, 119th Infantry. For extraordinary heroism in action near Ypres, Belgium, August 31, 1918. After his platoon sergeant and a corporal had been shot while firing an automatic rifle, he ran forward across an open space and picked up the gun; but was instantly killed by sniper fire while attempting to get the automatic gun back into action.

Home address, Mrs. J. P. Shaw, sister, R. F. D. No. 3, Winston-Salem, N. C. (G. O. 44, W. D., 1919.)

**DONALD L. WAGNER**, sergeant, 314th Ambulance Company, 304th Sanitary Train. For extraordinary heroism in action near Montfaucon, France, September 29, 1918. He heard a cry for help while in a dugout having his own wounds dressed. Although it was during a particularly heavy shell fire, he immediately went outside and carried the wounded man to shelter. Later that day, when the dressing station caught fire, he made his way into the burning dressing station under heavy shell fire and secured surgical equipment necessary to save a patient's life.

Home address, John L. Wagner, father, 2514 North Liberty Street, Winston-Salem, N. C. (G. O. 37, W. D., 1919.)

## **FRANKLIN COUNTY:**

**DALTON SMITH** (Army serial No. 1319720), private, Company B, 120th Infantry. For extraordinary heroism in action near Mazinghein, France, October 19, 1918. Acting as a scout, Private Smith fearlessly advanced ahead of his company under heavy fire and sent back all obtainable information to the company commander. While standing erect in the open and directing effective rifle fire at the retreating enemy, he was seriously wounded.

Home address, Dalton Smith, father, Louisburg, N. C.

## **GASTON COUNTY:**

\***BEN F. DIXON**, captain, 120th Infantry. For extraordinary heroism in action, near Vaux, Andigny, France, September 29-1918. He was severely wounded during the early part of the operations against the Hindenburg line; his company having only one officer he remained on duty. Shortly afterwards he received a second wound and again refused to leave his men. When he

\*Deceased.



saw that the front waves of his company were getting into a barrage, he at once went forward to stop them, and while doing so he was killed.

Home address, Mrs. B. F. Dixon, Sr., Gastonia, N. C. (G. O. 133, W. D., 1918.)

**JAMES W. HOLLAND**, sergeant, first-class, Company D, 105th Engineers. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. While suffering from severe wounds, and still subjected to intense artillery fire, Sergeant Holland directed the evacuation of his platoon commander, and fully instructed his junior sergeant before he would allow himself to be evacuated.

Home address, Mrs. James C. Holland, mother, Gastonia, N. C. (G. O. 21, W. D., 1919.)

#### **GATES COUNTY:**

\***WALLACE GREEN**, sergeant, Company M, 6th Infantry. For extraordinary heroism in action at Frapelle, France, August 17, 1918. He unhesitatingly and with great coolness and courage went forward under a heavy enemy barrage to destroy wire entanglements and continued this hazardous work until killed.

Home address, Mrs. Elizabeth Green, mother, Eure, N. C. (G. O. 15, W. D., 1919.)

#### **GRANVILLE COUNTY:**

**JAMES M. ELLINGTON**, first lieutenant, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Severely wounded in an attack, he refused to stop for first-aid, leading his men forward under heavy fire. When, after several hours fighting, he was ordered to the rear by his battalion commander, he returned to the front line after having his wound dressed, directing the work of reorganizing his command and consolidating the position that had been won.

Home address, James M. Ellington, father, Oxford, N. C. (G. O. 81, W. D., 1919.)

**GRAHAM W. HARRIS**, sergeant, Machine-gun Company, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Becoming separated from his platoon in the dense smoke and fog with five other soldiers, Sergeant Harris kept his men together and continued the advance under heavy artillery and machine-gun fire. Upon reaching the objective, he made a personal reconnaissance 600 yards to the front, captured several prisoners, and assisting in breaking up three machine-gun nests. He remained in this advanced position until he was ordered back.

Home address, Mrs. R. W. Harris, mother, Oxford, N. C. (G. O. 44, W. D., 1919.)

\***PAUL B. JENKINS**, sergeant, Headquarters Company, 315th Infantry. For extraordinary heroism in action near Gibercy, France, November 11, 1918. While installing telephone line his regiment started an attack. The enemy responded with a terrific barrage, and before the communication was completed Sergeant Jenkins was in the midst of a heavy encounter. Bravely he remained at his post, endeavoring to establish telephone service, but was instantly killed by shell fire.

Home address, Mrs. Eunice G. Strother, sister, Granville County, Franklinton, N. C. (G. O. 37, W. D., 1919.)

\*Deceased.



**JOHN B. MAYES, JR.**, captain, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Captain Mayes, with eight other soldiers, comprising his company headquarters' detachment, cleaned out enemy dugouts along the banks of a canal, capturing 242 prisoners.

Home address, John B. Mayes, father, Stem, N. C. (G. O. 37, W. D., 1919.)

**WILLIAM H. POWELL**, sergeant, Machine-gun Company, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Sergeant Powell, then a private, took charge of four other soldiers who had become separated from their platoon and led them forward toward the objective. Attacking a machine-gun nest, they captured seven prisoners and a Maxim gun, which they immediately put into action and fired 2,000 rounds at the enemy. They then continued to advance under heavy artillery and machine-gun fire.

Home address, J. B. Powell, father, Oxford, N. C. (G. O. 44, W. D., 1919.)

#### **GUILFORD COUNTY:**

**ROBERT L. CAMPBELL**, first lieutenant, 368th Infantry. For extraordinary heroism in action near Binerville, France, September 27, 1918. In the afternoon of September 27, Lieutenant Campbell saw a runner fall wounded in the middle of a field swept by heavy machine-gun fire. At imminent peril to his own life, and in full view of the enemy, he crossed the field and carried the wounded soldier to shelter.

Home address, Mrs. Alice B. Campbell, wife, 913 Lindsay Street, Greensboro, N. C. (G. O. 27, W. D. 1919.)

**DELBERT FARRINGTON** (Army serial No. 317910), sergeant, Company M, 312th Infantry. For extraordinary heroism in action at Novitskaya, Siberia, July 2, 1919. After his platoon commander was severely wounded, he assumed command of the platoon and led it in such a skillful manner as to gain superiority of fire and drive the enemy from his position without further loss to the platoon.

Residence at enlistment: Box 52, Greensboro, N. C. (G. O. 133, W. D. Dec. 20, 1919.)

**HARVEY M. LEDWELL**, sergeant, Company A, 4th Infantry. For extraordinary heroism in action near le Charmel, France, July 26, 1918. Although very seriously wounded, he refused aid of his men, who stopped to assist him, ordering them forward and directing their attack until they had passed beyond hearing distance.

Emergency address: Wallace H. Branon, nephew, 24 Seventeenth St., White Oak, N. C. Residence at enlistment: Greensboro, N. C. (G. O. 125, W. D. Nov. 11, 1919, page 539.)

**ERNEST MORGAN**, private, Company L, 118th Infantry. For extraordinary heroism in action near Vaux-Andigny, France, October 12, 1918. While his company was consolidating its position, he crept into a shell hole 50 yards from the enemy's lines. He remained there throughout the day without food or water and sniped at and killed ten of the enemy. His deadly aim kept down the observation from the German lines and enabled his company to carry on the work of consolidation.

Home address, C. A. Morgan, father, 500 Wise Street, High Point, N. C. (G. O. 133, W. D., 1918.)

**HALIFAX COUNTY:**

WILLIE HIGSON, corporal, Company C, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. He showed extraordinary heroism and courage in leading his men under heavy shrapnel and enfilading machine-gun fire during the attack on the Hindenburg line. During a temporary halt he acted as runner, through this fire, and attempted to return after being severely wounded.

Home address, Mrs. W. B. Higson, mother, Rosemary, N. C. (G. O. 37, W. D., 1919.)

\*ERNEST HYMAN, private, Machine-gun Company, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Becoming separated from his organization in the smoke and fog, Private Hyman joined another soldier and was instrumental in breaking up three machine-gun nests and capturing four prisoners. After reaching the objective, he volunteered and accompanied a reconnaissance patrol 600 yards beyond the line to the enemy. He has since been killed in action.

Home address, Mrs. J. E. Hyman, mother, Route No. 1, Palmyra, N. C.

**HARNETT COUNTY:**

OLLIE R. LINK, cook, Company M, 119th Infantry. For extraordinary heroism in action near St. Souplet, France, October 9-10, 1918. Hearing that the casualties in his company were very heavy, he left his place in the kitchen and joined his comrades on the front line. From there he advanced alone a distance of 200 yards and located two machine-gun nests, the journey being done in the face of heavy enemy fire.

Home address, Mr. Jesse B. Link, father, Buies Creek, N. C. (G. O. 37, W. D., 1919.)

**HAYWOOD COUNTY:**

JOHN CARVER (Army serial number 1316155), corporal, Company H, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. With another soldier he attacked and demolished two enemy machine-gun posts 200 yards in advance of our lines. He then stood guard at the entrance of a dugout while the other soldier entered it and brought out 75 Germans and 3 officers, who were taken back to the line as prisoners.

Home address, Mrs. Mary Carver, mother, Plott, N. C. (G. O. 81, W. D., 1919.)

**HENDERSON COUNTY:**

ALEXANDER HOLLINGSWORTH, corporal, Company B, 354th Infantry. For extraordinary heroism in action near Remonville, France, November 1, 1918. He led his combat group against a machine-gun position through an intense machine-gun and artillery fire, and although severely wounded, took part in the capture of the machine gun and crew. He refused to be evacuated until he had reported to his company commander.

Home address, Isaac A. Hollingsworth, father, Flat Rock, N. C. (G. O. 44, W. D., 1919.)

EDGAR E. McDOWELL, private, Company F, 118th Infantry. For extraordinary heroism in action near Monterey, France, October 8, 1918. When the second wave of his company was confronted by two enemy machine-gun posts, which had been passed over by the first wave, Private McDowell,

\*Deceased

from a prone position, sniped at these posts and then rushed one of them. In so doing he was wounded in the wrist, but he continued on and succeeded in killing two Germans and capturing four others. The other posts, containing twenty of the enemy, surrendered shortly afterwards.

Residence at enlistment: Hendersonville, N. C. (G. O. 126, W. D. Nov. 11, 1919, page 540.)

GEORGE BLAIN WARD, sergeant, Company A, 118th Infantry. For extraordinary heroism in action near Brancourt, France, October 8, 1918. Taking command of the company after all officers had become casualties, he reorganized it and led it under hostile shelling and withering machine-gun fire to its objective. He remained in command until painfully wounded on the following day.

Home address, Mrs. E. W. Ward, mother, Brickton, N. C. (G. O. 35, W. D., 1919.)

### IREDELL COUNTY:

\*SAMUEL C. HART, private, first-class, Company G, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. After having been seriously wounded in the arm, which caused much pain and loss of blood, he continued to advance, carrying a Lewis gun, and pouring an effective fire into the ranks of the enemy until he was killed in the attack.

Home address, Samuel B. Hart, father, R. F. D. No. 3, Mooresville, N. C. (G. O. 46, W. D., 1919.)

JULIAN K. MORRISON, second lieutenant, Tank Corps. For extraordinary heroism in action in the Bois Quart de Reserve, France, September 12, 1918. Preceding his tanks on foot, Lieutenant Morrison captured a machine-gun nest. Though he was twice wounded, he continued in action for two days thereafter.

For the following acts of extraordinary heroism in action near Very, France, September 28, 1918, Lieutenant Morrison is awarded an oak-leaf cluster, to be worn with the distinguished service cross. During the attack on Charpentry and the Bois de Montrebeau, he led a platoon of five tanks, directing his tanks on foot, 400 yards in advance of the infantry, under intense fire. Three of his tanks were put out of action by artillery fire, but he continued in action with the remaining two until dark, when he directed the work of rescuing the crews.

Home address, Mr. A. J. Salley, 247 East Broad Street, Statesville, N. C. (G. O. 46, W. D., 1919.)

### JACKSON COUNTY:

JULIUS JESSE BRYSON (Army serial No. 1310635), first lieutenant, Company D, 118th Infantry. For extraordinary heroism in action near Bellicourt, France, September 27, 1918. Although wounded very seriously in the knee by Shrapnel, Sergeant Bryson remained in charge of his platoon for more than 24 hours, during a critical period of the operations. Due to his excellent example of courage, leadership, and skill in handling them, his platoon successfully repelled a number of enemy attacks during this period of time.

Home address, S. J. Bryson, father, Webster, N. C. (G. O. 64, W. D., 1919.)

\*WALTER WALDROOP (Army serial No. 55383), private, first-class, Machine-gun Company, 26th Infantry, 1st Division. For extraordinary heroism in action near Verdun, France, October 9, 1918. Private Waldroop, with an officer and six other soldiers, drove off a violent assault of 50 of the enemy

\*Deceased.

after a terrific pistol and grenade fight, thereby holding Hill 269, which was of the utmost tactical importance. During the fighting Private Waldroop was killed.

Emergency address: Mrs. E. H. Waldroop, mother, Sylva, N. C. Residence at Enlistment: Sylva, N. C. (G. O. 126, W. D. Nov. 11, 1919, page 550.)

### JOHNSTON COUNTY:

\*WILLIAM C. BARBOUR, private, first-class, Company C, 119th Infantry. For extraordinary heroism in action near Busigny, France, October 9, 1918. During the operations near Busigny on October 9, he, with one other soldier, voluntarily left his place of comparative safety and advanced into the open in the face of close-range machine-gun fire to rescue a severely wounded comrade. He received a severe wound while engaged in this self-appointed task, from which he later died.

Home address, Mrs. Mandy Barbour, mother, R. F. D. No. 1, Smithfield, N. C. (G. O. 44, W. D., 1919.)

ELIJAH A. CAPPS, private, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. In the face of heavy machine-gun fire, Private Capps, with two other soldiers, attacked and put out of action an enemy machine-gun post, capturing a German officer and three soldiers.

Home address, Mrs. Lillie Capps, wife, R. No. 2, Princeton, N. C. (G. O. 37, W. D., 1919.)

DEWITT HARDISON, private, first-class, Company G, 105th Field Signal Battalion. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Being a member of a detail to establish communication with the front line, Private Hardison was caught in an enemy barrage, during which his detail suffered many casualties. Although badly gassed, he continued to work for the entire day, always exposed to heavy artillery fire, after which he assisted in the removal of the wounded.

Home address, Mrs. A. H. Hardison, Kenly, N. C. (G. O. 21, W. D., 1919.)

CARLTON STEPHENSON, corporal, Company B, 120th Infantry. For extraordinary heroism in action near Catillon, France, October 18, 1918. Severely wounded, he remained with his automatic rifle section in an exposed position, covering the withdrawal of his company. Although almost surrounded, he inflicted severe losses on the enemy and held his position throughout the day.

Home address, Mrs. Bidie A. Stephenson, mother, Clayton, N. C. (G. O. 35, W. D., 1919.)

### LEE COUNTY:

ALVIN O. BRIDGES, private, first-class, Company D, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. With eight other soldiers, comprising the company headquarters detachment, he assisted his company commander in cleaning out enemy dugouts along a canal and capturing 242 prisoners.

Home address, Mrs. R. D. Bridges, mother, R. No. 3, Jonesboro, N. C. (G. O. 37, W. D., 1919.)

---

\*Deceased.



**LENOIR COUNTY:**

PAUL G. HAWKINS (Army serial No. 1317111), sergeant, Machine-gun Company, 119th Infantry. For extraordinary heroism in action near Bellcourt, France, September 28-29, 1918. As a platoon runner he showed marked personal bravery, repeatedly carrying important messages over shell-swept areas and under heavy machine-gun fire, sometimes for a distance of two miles. He remained constantly on duty for two days, and when his section leader became separated from his section, took command and led it with success.

Home address, John O. Hawkins, father, Kinston, N. C. (G. O. 81, W. D., 1919.)

\*BURNWELL C. JACKSON, private, Company F, 16th Infantry. For extraordinary heroism in action near Soissons, France, July 19, 1918. He, alone, captured a machine gun, killed two of the crew, and took the remaining three prisoners. Later in the same day he was killed while making a similar attempt.

Home address, Jesse L. Jackson, brother, R. F. D. No. 4, Kinston, N. C. (G. O. 15, W. D., 1919.)

**MACON COUNTY:**

WALTER EUGENE FURR, private, S2d Company, 6th Regiment, United States Marine Corps. For extraordinary heroism in action near Vierzy, France, July 19, 1918. Unaided Private Furr crept forward in advance of his line, searched an underground tunnel, captured five Germans, and brought them back through heavy machine-gun and shell fire.

Residence at enlistment: Franklin, N. C. (G. O. 126, W. D. Nov. 11, 1919, page 533.)

THOMAS M. MOSS, private, Company I, 324th Infantry. For extraordinary heroism in action in Bois de Manheaulles, France, November 9, 1918. With utter disregard for personal safety, he went forward under intense machine-gun fire to rescue an officer who had been mortally wounded.

Home address, William W. Moss, U. S. Postoffice, Gneiss, N. C. (G. O. 32, W. D., 1919.)

**MADISON COUNTY:**

JOSEPH L. BRADLEY (Army serial No. 40617), private, first-class, Company L, 9th Infantry. For extraordinary heroism in action near Medeah Ferme, France, October 8, 1918. Without regard for his own safety, Private Bradley worked unceasingly as a stretcher-bearer, caring for the wounded of other companies, as well as those of his own, and inspiring others to greater efforts by his example of courage and endurance.

Home address, Henry L. Bradley, father, R. F. D. No. 2, Marshall, N. C. (G. O. 78, W. D., 1919.)

WILLIAM H. SPRINGS (Army serial No. 42618), sergeant, Company E, 16th Infantry, 1st Division. For extraordinary heroism in action south of Soissons, France, July 18, 1918. After his platoon commander had been wounded, Sergeant Springs took command, reorganized, and led the platoon forward through heavy fire to all its objectives, in which attack he was severely wounded. He also rendered gallant service before Montdidier and St. Mihiel, during both of which operations he was wounded.

Residence at enlistment: Route No. 3, Marshall, N. C. (G. O. 35, W. D. June 15, 1920.)

\*Deceased.



**MARTIN COUNTY:**

**HUGH B. MARTIN** (Army serial No. 1317775), corporal, Machine-gun Company, 119th Infantry. For extraordinary heroism in action near Busigny, France, October 10, 1918. When a battalion of infantry was held up by heavy machine-gun fire, he rushed his section forward to a position 300 yards in advance of our front lines, engaged and silenced the enemy, and allowed a renewal of the advance. He displayed marked personal bravery under terrific enemy fire.

Home address, Jebtha B. Martin, brother, Williamston, N. C. (G. O. 81, W. D., 1919.)

**CHARLES R. MOBLEY**, sergeant, Company F, 119th Infantry. For extraordinary heroism in action near Ypres, Belgium, August 25, 1918. At imminent peril to his own life, Sergeant Mobley and two companions extinguished a fire in an ammunition dump caused by a bursting shell, thereby preventing the explosion of the dump and saving the lives of a large number of men who were in the vicinity.

Home address, Mrs. Mary J. Mobley, mother, Williamston, N. C. (G. O. 32, W. D., 1919.)

**MECKLENBURG COUNTY:**

**THOMAS L. ALEXANDER**, first lieutenant, 327th Infantry. For extraordinary heroism in action near Chatel-Chehery, France, October 8, 1918. Leading the first attack wave, he was painfully wounded in the mouth. He continued on through the heavy fire for a distance of 10,000 yards until his objective was reached. Organizing his position and consolidating his men, he remained in command, though very weak from exhaustion and loss of blood, refusing treatment until relieved.

Home address, F. R. Alexander, brother, Piedmont Building, Charlotte, N. C. (G. O. 37, W. D., 1919.)

**JOHN W. BERRYHILL**, private, first-class, Company D, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. With eight other soldiers, comprising the company headquarters detachment, he assisted his company commander in cleaning out enemy dugouts along a canal and capturing 242 prisoners.

Home address, Mrs. John W. Berryhill, wife, Charlotte, N. C. (G. O. 37, W. D., 1919.)

**CARLISLE C. COTHRAN** (Army serial No. 545136), sergeant Medical Detachment, 30th Infantry, 3rd Division. For extraordinary heroism in action near Crezancy, France, July 15, 1918. Sergeant Cothran, though severely injured in one foot early in the morning, persevered in the work of rendering first aid and assistance to the wounded exposed to heavy shell fire, until it became necessary for him to be evacuated later in the afternoon.

Residence at enlistment: Huntersville, N. C. (G. O. 16, W. D. March 20, 1920.)

**WILLIAM CURLEE**, corporal, Company F, 9th Infantry. For extraordinary heroism in action near Medeah Farm, France, October 3, 1918. Corporal Curlee, together with four men, charged a machine-gun nest containing three machine guns and captured the 3 guns and 20 prisoners.

Home address, Miss Jodie Curlee, sister, Charlotte, N. C. (G. O. 21, W. D., 1919.)

GUY R. HINSON, sergeant, first class, Company F, 105th Engineers. For extraordinary heroism in action August 27, 1918. He was in charge of a platoon, delivering a highly concentrated gas-cloud attack against the enemy, when the cloud unexpectedly flared back. After leading his men to a place of safety, this soldier went back into the cloud four times at imminent peril to his own life, collecting and rescuing others who had been overcome. Conducting his platoon through heavy machine-gun fire, he put them in charge of another sergeant with instructions to resume their mission, while he again returned to search for gassed men, and found all but two. His excellent leadership and unusual courage prevented many casualties, and at the same time effected the completion of an important mission.

Home address, Mrs. Dela Hinson, 610 East 7th Street, Charlotte, N. C. (G. O. 145, W. D., 1918.)

LOUIS E. JOHNSTON, corporal, Machine Gun Company, 120th Infantry. For extraordinary heroism in action near Mazinghein, France, October 18-19, 1918. When his platoon became separated from the battalion to which it was attached, Corporal Johnston proceeded under heavy fire along a road with which he was unfamiliar and established liaison with his battalion.

Home address, J. A. Johnston, father, Davidson, N. C. (G. O. 35, W. D., 1919.)

BENJAMIN A. POORE, brigadier general, 7th Infantry Brigade. For repeated acts of extraordinary heroism at Bois de Septsarges, France, September 27, and at Bois du Fays, France, October 11, 1918. At Bois de Septsarger, on September 27, General Poore personally reformed his disorganized troops, who were falling back through lack of command, and because of severe casualties. Under heavy fire, he led them to the lines, and presented an unbroken front to the enemy. Again on October 11, in the region of Bois de Fays, he gathered together troops who were taking refuge from hostile fire and turned them over to the support commander.

Home address, Mrs. B. A. Poore, 126 East Morehead St., Charlotte, N. C. (G. O. 44, W. D., 1919.)

\*DANIEL C. POPLIN, private, Company H, 4th Infantry. For extraordinary heroism in action near Roncheres, France, July 29, 1918. He repeatedly carried messages between his own and another company across an open field swept by heavy machine-gun and sniper fire and was killed while on one of these missions.

Home address, Mrs. Mary Poplin, 920 North Caldwell St., Charlotte, N. C. (G. O. 32, W. D., 1919.)

\*JOHN O. RANSON, first lieutenant, 371st Infantry. For extraordinary heroism in action near Ardeuil, France, September 29, 1918. When his company was held up by an enemy machine-gun nest, Lieutenant Ranson volunteered and led his platoon in an attack on the position, and while attempting to carry out his mission was killed.

Home address, Mrs. John O. Ranson, wife, Charlotte, N. C. (G. O. 20, W. D., 1919.)

JOHN F. WILLIAMS, JR., first lieutenant, 120th Infantry. For extraordinary heroism in action near Ypres, Belgium, August 2, 1918. He volunteered to destroy an enemy pillbox which had caused many casualties in his battalion. With much skill and daring he led a daylight patrol, under heavy shell and

machine-gun fire, rushed the pillbox, killed or wounded the occupants, and accomplished his mission.

Home address, John F. Williams, Sr., father, 201 East Liberty Street, Charlotte, N. C. (G. O. 143, W. D., 1919.)

#### NEW HANOVER COUNTY:

BEN G. DAVIS, private, Company C, 115th Machine Gun Battalion. For extraordinary heroism in action near Ypres, Belgium, August 23, 1918. When several members of his platoon were severely wounded by shell fire, Private Davis, though himself severely wounded, went through the bombardment to a dugout and procured assistance for his comrades, guiding a rescuing party to their assistance.

Home address, Mrs. Marie Davis, mother, 512 Nunn Street, Wilmington, N. C. (G. O. 35, W. D., 1919.)

\*JAMES C. LODER, second lieutenant, 26th Infantry. On July 18, 1918, he gallantly inspired his platoon to three vigorous and successful advances against machine-gun fire near Soissons, France, in the last of which he was killed.

Home address, Mrs. James C. Loder, P. O. Box 422, Wilmington, N. C. (G. O. 132, W. D., 1918.)

\*DAVID WORTH LORING, first lieutenant, 115th Machine Gun Battalion. For extraordinary heroism in action near Ypres, Belgium, August 23, 1918. When his gun positions were rendered untenable by shell fire and his men ordered to seek shelter in dugouts, Lieutenant Loring left a place of safety for the purpose of seeing that all of his men were under cover and was mortally wounded by a shell, dying on his way to the hospital.

Home address, Mrs. Viola Shaw Loring, wife, 117 South 17th Street, Wilmington, N. C. (G. O. 32, W. D., 1919.)

\*JOSEPH J. LOUGHLIN, captain, 32<sup>d</sup> Infantry. For extraordinary heroism in action near Moranville, France, November 9, 1918. At the sacrifice of his own life, he went forward through heavy machine-gun fire to locate a nest of machine guns which was holding up the advance of the regiment. He located the machine guns so that 1-pounders could silence them, but was killed by the enemy machine-gun fire.

Home address, Mrs. Eleanor K. Loughlin, wife, 513 South Front St., Wilmington, N. C. (G. O. 32, W. D., 1919.)

HARMON C. RORISON, first lieutenant, Aviation Section, 22d Aero Squadron, Air Service. For extraordinary heroism in action near Beaumont, France, November 3, 1918. While on a bombing mission with 5 other pilots, his patrol was attacked by 18 enemy planes (type Fokker). Three of his comrades were immediately shot down, but he continued in the fight for 30 minutes, and destroyed two Fokkers which were attacking the other two members of his patrol. With his plane badly damaged and himself wounded, he succeeded in shooting down another Fokker just before one of his guns was put out of action. By skillful maneuvering he shook off the rest of the Fokkers and reached his lines, 15 miles away, in safety.

Home address, Charles C. Chadbourn, uncle, Wilmington, N. C. (G. O. 46, W. D., 1919.)

SILAS V. SNEEDEN, private, Company C, 115th Machine Gun Battalion. For extraordinary heroism in action near Ypres, Belgium, August 23, 1918. Upon learning that his platoon commander and several comrades had been

\*Deceased.

wounded by heavy shell fire, he voluntarily left his dugout and went to their assistance, helping to carry them 500 yards to the dressing station across an open field heavily bombarded with gas and high-explosive shells.

Home address, Thomas V. Sneed, father, Sea Gate, N. C. (G. O. 35, W. D., 1919.)

**SAMUEL F. YOPP, JR.**, sergeant, Medical Corps, 119th Infantry. For extraordinary heroism in action near Hargicourt, France, September 28, 1918. While directing the evacuation of the wounded he was severely gassed, but refused to be evacuated and continued in charge of the dressing station to which he had been assigned. He displayed marked fortitude and personal bravery, working constantly to help the wounded.

Home address, Mrs. Samuel F. Yopp, Sr., mother, 202 South Ninth Street, Wilmington, N. C. (G. O. 81, W. D., 1919.)

#### **NORTHAMPTON COUNTY:**

**CHARLES W. PARKER**, second lieutenant, Company L, 371st Infantry. For extraordinary heroism in action near Ardeuil, France, September 29-October 1, 1918. Severely wounded in the foot September 29, Lieutenant Parker remained on duty and ably commanded his platoon until October 1, 1918.

Home address, Mrs. Jamie J. Parker, Woodland, N. C. (G. O. 21, W. D., 1919.)

#### **ORANGE COUNTY:**

\***JOSEPH H. JOHNSTON**, first lieutenant, 322d Infantry. For extraordinary heroism in action at Beulay, France, October 15, 1918. Lieutenant Johnston led a daylight patrol behind the German front line for the purpose of securing information as to the reported retreat of the enemy. Discovering an enemy machine gun, he led his men in an attempt to capture it, but when they were about 25 yards away the gun opened fire and this officer was mortally wounded. Upon being pulled into a trench by members of the patrol, he manifested no anxiety concerning himself, but urged his men to continue their mission.

Home address, Mrs. C. S. Johnston, mother, Chapel Hill, N. C. (G. O. 74, W. D., 1919.)

**ISAAC M. NEWTON** (Army serial number 1316085), corporal, Company H, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. With another soldier he attacked and destroyed two enemy machine-gun posts 200 yards in advance of our lines. While the other soldier stood guard at the entrance of a dugout, he entered it and brought out 75 German soldiers and 3 officers, who were taken back to our lines as prisoners.

Home address, Frederick Newton, father, Carr, N. C. (G. O. 81, W. D., 1919.)

#### **ONSWLOW COUNTY:**

**WILLIAM E. PARKER** (Army serial number 2993207), private, Company E, 323d Infantry. For extraordinary heroism in action at Bois de Manheulles, France, November 9-11, 1918. Private Parker gave proof of unhesitating devotion to duty and disregard for personal safety by continually volunteering and carrying messages to various units, crossing zones swept by machine-gun and heavy artillery fire.

Next of kin, J. O. Parker, father, Verona, N. C. (G. O. 81, W. D., 1919.)

\*Deceased.



**PAMLICO COUNTY:**

EMERY W. MILLS, second lieutenant, 311th Infantry. For extraordinary heroism in action near Grand Pre, France, October 25, 1918. Lieutenant Mills asked permission to lead a platoon against strong enemy machine-gun nests which were blocking the advance of the battalion. He not only led his platoon in a daring and extraordinarily successful attack, but personally advanced ahead of his platoon and captured two machine guns. During the consolidation of the line he fearlessly walked up and down the line under intense machine-gun and artillery fire, establishing strong points and encouraging his men.

Home address, William P. Mills, father, 516 Northcott St., Florence, N. C. (G. O. 37, W. D., 1919.)

**PASQUOTANK COUNTY:**

\*SETH E. PERRY (Army serial No. 1316548), corporal, Company K, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. When a portion of his company was threatened with a counter-attack and he had seen one runner killed in an attempt to reach them from company headquarters with orders to fall back, he volunteered for the dangerous mission. While crossing an open field under heavy fire, he was mortally wounded.

Next of kin, Mrs. Mary E. Perry, mother, Okisko, N. C. (G. O. 87, W. D., 1919.)

**PENDER COUNTY:**

JOHN T. WELLS (Army serial number 1315459), sergeant, Company E, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Wounded at the start of an advance, he continued in command of his platoon and engaging in hand-to-hand fighting, bayoneted three Germans and captured several others. He displayed marked personal bravery, leading his platoon ably until forced to retire because of loss of blood from his wounds.

Home address, Walter L. Wells, father, Watha, N. C. (G. O. 81, W. D., 1919.)

**PERSON COUNTY:**

JESSE A. LUNSFORD, corporal, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. He attacked, single-handed, a machine-gun post from which a destructive fire was being directed against his company. While he was approaching the nest the machine gun shot off the butt of his rifle and cut a hole in his breeches, but he succeeded in getting close enough to the nest to throw four hand grenades into it and then killed the gunner with his bayonet.

Residence at enlistment: R. F. D. No. 1, Timber Lake, N. C. (G. O. 126, W. D., November 11, 1919, p. 540.)

\*GUY JENNINGS WINSTEAD, first lieutenant, Company C, 38th Infantry, 3d Division. For extraordinary heroism in action near Chateau-Thierry, France, during June and July, 1918. Lieutenant Winstead led four patrols across the Marne River while exposed to heavy enemy machine-gun fire. On the second of these patrols the boat was sunk and it was necessary to swim the river. While within the enemy lines he and five others raided a German out-

\*Deceased.



post, killing five of the enemy, and in spite of heavy enemy fire, returned with a prisoner. On July 15, 1918, shortly after leading his platoon under gas and shell fire to a position on a hill, he was killed by enemy fire.

Next of kin, C. M. Winstead, father, Roxboro, N. C. (G. O. 27, W. D., May 10, 1920.)

#### **PITT COUNTY:**

LEWIS B. McLAWHORN, saddler, machine-gun company, 23d Infantry. While attached to the headquarters of a machine-gun company of the ..... Infantry, near Chateau-Thierry, France, one June 6, 1918, he made eight trips as a runner to and from advance platoons. He showed heroic coolness in the face of machine-gun fire and absolute fearlessness in the execution of his work.

Home address, Mrs. L. B. McLawhorn, wife, Winterville, N. C. (G. O. 102, W. D., 1918.)

ALBERT JOHN PEADEN (Army serial No. 1877105), private, Company M, 118th Infantry. For extraordinary heroism in action near Vaux-Andigny, France, October 11, 1918. While delivering a message, Private Peaden was seriously wounded by a bullet which entered his cheek and passed through his lower right jaw, but he refused to be evacuated and continued on duty until the following day. Upon reporting to the aid station he was evacuated to the hospital, where the wound was found to be so serious that he was compelled to remain there for several weeks.

Residence at enlistment: Farmville, N. C. (G. O. 126, W. D. November 11, 1919, p. 544.)

#### **ROBESON COUNTY:**

JAMES E. BRACEY (Army serial No. R154431), sergeant, first class, Company A, 1st Engineers, 1st Division. For extraordinary heroism north of Exermont, France, October 9, 1918. During the attack on Hill 269, when his group came under direct machine-gun fire, Sergeant Bracey skillfully advanced his men and then alone he rushed and captured the enemy gunner. His gallant act enabled other members of his group to close in on the enemy without loss, capturing the gun and forcing five of the enemy to surrender.

Residence at enlistment: Rowland, N. C. (G. O. 72, W. D. December 6, 1920.)

DUNK DAVIS (serial number 1315838), first sergeant, Company G, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. He voluntarily went forward to attack enemy machine guns which were carefully concealed and raising havoc with his section of the line. He succeeded in putting both posts out of action and killing all the occupants.

Home address, William B. Davis, father, Red Springs, N. C. (G. O. 50, W. D., 1919.)

GUY L. HARTMAN, first lieutenant, 6th Infantry. For extraordinary heroism in action near Frapelle, France, August 17, 1918. After having been painfully wounded, Lieutenant Hartman refused to go to the rear for treatment. He made his way through a heavy barrage and brought up a platoon that was stopped by heavy fire. Some time later, after having his wound dressed, he conducted his brigade commander through a heavily gassed area, after which he remained constantly on duty until relieved.

Home address, Mrs. Sally Agnes Hartman, wife, St. Pauls, N. C. (G. O. 32, W. D., 1919.)

**ROCKINGHAM COUNTY:**

**ALBERT J. CAYER**, private, Company B, 38th Infantry. For extraordinary heroism in action near Mezy, France, July 15, 1918. During the intense enemy artillery preparation just prior to the German offensive of July 15, 1918, he voluntarily made several trips through the heaviest shelling to bring wounded comrades from the field.

Home address, Mrs. A. J. Cayer, Reidsville, N. C. (G. O. 23, W. D., 1919.)

**LUTHER C. GRIFFITH** (Army serial number 1320912), private, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. When the other members of a Lewis gun crew had become casualties, he operated the gun single-handed, and attacking an enemy machine-gun emplacement, killed the gunner and made the other two members of the crew prisoners.

Home address, Mrs. Lizzie Griffith, mother, Reidsville, N. C. (G. O. 81, W. D., 1919.)

\***JAMES W. HUDNALL**, sergeant, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. After being twice wounded, Sergeant Hudnall continued to lead his platoon in attack, capturing two machine guns. In later action he received additional wounds which caused his death.

Emergency address: Miss Eva Hudnall, sister, Critz, Va. Residence at enlistment: Spray, N. C. (G. O. 126, W. D. November 11, 1919, p. 536.)

**DEWIE H. LAWHORNE**, private, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. In the face of heavy machine-gun fire, Private Lawhorne, with two other soldiers, attacked and put out of action an enemy machine-gun post, capturing a German officer and three soldiers.

Residence at enlistment: Draper, N. C. (G. O. 126, W. D. November 11, 1919, p. 539.)

**ROBERT O. LINDSAY**, first lieutenant, Air Service, 139th Aero Squadron. For extraordinary heroism in action near Bantheville, France, October 27, 1918. In company with two other planes, Lieutenant Lindsay attacked three enemy planes (Fokker type) at an altitude of 3,000 meters, and after a sharp fight brought down one of them. While engaged with the two remaining machines, eight more planes (Fokker type) came at him from straight ahead. He flew straight through their formation, gained an advantageous position, and brought down another plane before he withdrew from the combat.

Home address, Mrs. N. H. Lindsay, mother, Madison, N. C. (G. O. 46, W. D., 1919.)

**JAMES G. MABE**, private, Company A, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Having been seriously wounded in the shoulder by shrapnel early in the attack, Private Mabe refused to leave his platoon and, after losing his rifle, armed himself with grenades and cleaned out numerous enemy dugouts. Not until his company had taken its position for the night did he go to the rear.

Home address, J. M. Mabe, father, Madison, N. C. (G. O. 35, W. D., 1919.)

**ROBERT S. ROSCOE**, sergeant, Sanitary Detachment, 120th Infantry. For extraordinary heroism in action near Becquigny, France, October 10, 1918. Going forward to establish an aid post, Sergeant Roscoe, finding that the advance had already started, took his position in the front line, and, exposed

to terrific fire, cared for the wounded until the medical department was brought up. Later, while bringing up rations, he encountered shell fire, and although wounded and knocked down, he quickly regained his feet and completed his mission.

Home address, E. R. Roscoe, father, Reidsville, N. C. (G. O. 26, W. D., 1919.)

HARVEY H. SHIVELY, private, 2d Battalion, Intelligence Section, 120th Infantry. For repeated acts of extraordinary heroism in action near Bellicourt, France, September 29, 1918, and near Becquigny, France, October 9, 1918. Near Bellicourt Private Shively, with an Australian soldier, captured 42 of the enemy, including two officers. On October 9, near Becquigny, he accompanied another soldier in penetrating the enemy's outpost line and captured two enemy machine gunners, putting the gun out of action.

Home address Mrs. Martha Shively, mother, Spray, N. C.

JOHN Y. STOKES, JR., first lieutenant, 20th Aero Squadron, Air Service. For extraordinary heroism in action near Etain, France, September 16, 1918. After their own formation had been broken up, Lieutenant Stokes and his pilot voluntarily continued on their bombing mission with planes from another squadron. Although their plane was thrown out of control by anti-aircraft fire, they proceeded to their objective and dropped their bombs. Their motor then died completely and they were attacked by an enemy combat plane, but they fought off the attacking machine and reached the Allied lines, where their plane crashed in a forest.

Home address, J. Y. Stokes, father, West Market, Reidsville, N. C. (G. O. 37, W. D., 1919.)

EUGENE P. WALKER, sergeant, Company D, 7th Engineers. For extraordinary heroism in action near Verdun, France, November 4, 1918. When three boats in a pontoon bridge were destroyed by artillery fire, he volunteered and waded into the river under heavy shell fire and, by holding up the deck until new boats were launched and placed in position, although under great physical strain, permitted the uninterrupted crossing of the infantry.

Home address, Mrs. Sally Walker, mother, 132 Lindsey St., Reidsville, N. C. (G. O. 37, W. D., 1919.)

#### ROWAN COUNTY:

ROBERT CLINE BRANTLEY (Army serial No. 244899), sergeant, Company D, 1st Gas Regiment. For extraordinary heroism in action near Malancourt Woods, France, September 26, 1918. After his detachment had been ordered to the rear, Sergeant Brantley remained to administer first aid to a wounded comrade, bringing him to safety through withering machine-gun fire.

Home address, John P. Brantley, father, Mount Ulla, N. C. (G. O. 87, W. D., 1919.)

DEWEY S. BROWN (Army serial number 123097), sergeant, Company E, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Wounded twice at the start of an advance, he remained in command of his platoon, carrying it through to a position near its objective, when he was wounded a third time and forced to retire. His personal courage was an inspiration to the men under him.

Home address, Mrs. William E. Graham, sister, Mount Ulla, N. C. (G. O. 81, W. D., 1919.)

EMORY L. BUTLER (Army serial number 1316455), corporal, Company K, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Becoming separated from his platoon during the advance,

he continued 500 yards beyond the objective, and although there were several enemy machine guns near him, he went to a dugout and forced the 35 occupants to come out and surrender. He was soon joined by other members of his platoon and aided in cleaning out other nearby dugouts, displaying absolute disregard of danger.

Home address, Mrs. Sallie M. Butler, mother, R. F. D. No. 1, Landis, N. C. (G. O. 81, W. D., 1919.)

WILLIAM B. LYERLY, private, Company D, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. With eight other soldiers, comprising the company headquarters detachment, he assisted his company commander in cleaning out enemy dugouts along a canal and capturing 242 prisoners.

Home address, J. Lyerly, father, R. No. 1, Woodleaf, N. C. (G. O. 37, W. D., 1919.)

### SAMPSON COUNTY:

GEORGE S. BEATTY, second lieutenant, 7th Infantry, 3d Division. For extraordinary heroism in action near le Rocq Ferme, France, July 15, 1918. Having remained at battalion headquarters, after the relief of his battalion, when the German barrage preceding the second battle of the Marne opened, Lieutenant Beatty, realizing the gravity of the situation, voluntarily went out through heavy destructive fire on a reconnaissance of the front lines, and obtained information which could not be secured in any other manner. He encouraged the troops by his disregard for personal danger, and gave directions for the defense of the positions. It being necessary for him to remove his gas mask in order to accomplish this mission, he was seriously burned by mustard gas.

Residence at appointment: Lisbon Street, Clinton, N. C. (G. O. 126, W. D., November 11, 1919, p. 527.)

\*BUCK A. CARTER (Army serial No. 1316101), private, Company H, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Wounded in the hand, he continued in the advance, operating his Lewis gun effectively. He aided in the capture of two enemy machine-gun posts, inspiring those serving with him by his personal fortitude. He was killed later in the performance of duty.

Next of kin, Louis Carter, father, Ingold, N. C. (G. O. 87, W. D., 1919.)

HAROLD G. HUBBARD, sergeant, Company C, 115th Machine Gun Battalion. For extraordinary heroism in action near Ypres, Belgium, August 23, 1918. During heavy hostile bombardment, he voluntarily left his dugout and went through the shell fire to the assistance of his wounded platoon commander. After taking the officer to a partially sheltered position, he ran 400 yards through the barrage to secure a litter and assisted the stretcher bearer in carrying the wounded officer to a dressing station.

Home address, T. L. Hubbard, father, Clinton, N. C. (G. O. 35, W. D., 1919.)

LYMAN WHITE (Army serial number 1316071), sergeant, Company H, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. When, with three other men, he encountered a German patrol, which outnumbered them five to one, he ordered his companions to keep the enemy down with fire from their Lewis gun. He then crept to the

\*Deceased.



rear of the hostile patrol and attacked the Germans with bombs. At the same time his companions attacked from the front, killing several of the Germans and capturing nine.

Home address, Mrs. Charles White, mother, Salemburg, N. C. (G. O. 81, W. D., 1919.)

#### SCOTLAND COUNTY:

LEE R. McCLELLAND, sergeant, Medical Detachment, 371st Infantry. For extraordinary heroism in action near Ardeuil, France, September 30, 1918. While administering first-aid treatment to wounded soldiers on the field, Sergeant McClelland received a painful wound on the leg, but without mentioning his injury he remained on duty, caring for the wounded under shell fire, until the regiment was relieved.

Home address, Maria McClelland, mother, Laurinburg, N. C. (G. O. 46, W. D., 1919.)

#### STANLY COUNTY:

OGDEN DOREMUS KING, lieutenant, Medical Corps, United States Navy, attached to the 6th Machine Gun Battalion, United States Marine Corps. For extraordinary heroism in action near the Bois de Belleau, June 9-10, 1918. On two successive days the regimental aid station in which he was working was struck by heavy shells and in each case demolished. Ten men were killed and a number of wounded were badly hurt by falling timbers and stone. Under these harassing conditions this officer continued without cessation his treatment of the wounded, assisting in their evacuation and setting an inspiring example of devotion and courage to the officers and men serving under him.

Home address: Albemarle, N. C. (G. O. 137, W. D., 1918.)

ALFRED W. SMITH (Army serial No. 1311036), private, Company E, 118th Infantry. For extraordinary heroism in action east of the La Selle River, France, October 17, 1918. Having become separated from his company in a fog, Private Smith, an automatic rifle gunner, attached himself to a company in the attacking wave and continued in the advance. Working his way through heavy machine-gun and shell fire, he put his automatic rifle into action, poured an enfilading fire on the enemy and aided materially in breaking the hostile resistance at a critical time.

Home address, J. F. Smith, father, Stanfield, N. C. (G. O. 98, W. D., 1919.)

#### SURRY COUNTY

DAVID U. LATHAM, wagoner, Company G, 5th Ammunition Train. For extraordinary heroism in action near Septsarges, France, October 24, 1918. When an enemy shell struck some pyrotechnics stored in the ammunition dump of his organization, he assisted in removing inflammable material and placing the fire under control. Through his coolness and courage the destruction of a large quantity of nearby ammunition was avoided.

Home address, John Williams, uncle, Ashburn, N. C. (G. O. 37, W. D., 1919.)

FRED C. PRUITT, sergeant, 2d Battalion, 119th Infantry. For extraordinary heroism in action near Ypres, Belgium, August 25, 1918. At imminent peril to his own life, Sergeant Pruitt and two companions extinguished a fire in an ammunition dump, caused by a bursting shell, thereby preventing the



explosion of the dump and saving the lives of a large number of men who were in the vicinity.

Home address, W. R. Pruitt, father, Mount Airy, N. C. (G. O. 32, W. D., 1919.)

CLYDE SHELTON, sergeant, Company L, 120th Infantry. For extraordinary heroism in action near Mazinghien, France, October 19, 1918. Sergeant Shelton, who was in command of a platoon, was ordered to post an automatic rifle so as to protect the right flank of his battalion, and in order to do this it was necessary to advance his line beyond a hedge and wire fence. Halting his platoon, he went forward himself and under heavy fire, in clear view of the enemy, he cut an opening in the barrier. His courageous act permitted a patrol to pass through, and the line was subsequently established with a minimum of casualties.

Home address, William Shelton, father, R. F. D. No. 2, Mount Airy, N. C. (G. O. 44, W. D., 1919.)

#### UNION COUNTY:

SAMUEL I. PARKER, second lieutenant, 28th Infantry. For extraordinary heroism in action near Exermont, France, October 5, 1918. With total disregard for his own personal danger, he advanced directly on a machine gun 150 yards away while the enemy were firing directly at him and killed the gunner with his pistol. In the town of Exermont his platoon was almost surrounded after having taken several prisoners and inflicted heavy losses on the enemy, but despite the fact that only a few men of the platoon were left, continued to fight until other troops came to their aid.

Home address, J. J. Parker, brother, Monroe, N. C. (G. O. 44, W. D., 1919.)

#### VANCE COUNTY:

JOHN H. GILL, sergeant, Headquarters Company, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. After being twice wounded during the attack, Sergeant Gill, with his trench mortar section men and stragglers who had become lost from other companies, attacked a strong machine-gun position at the junction of the tunnel and canal, and wounded the third time. During the attack he was wounded in 13 places by machine-gun bullets and shrapnel, but continued the attack with the utmost coolness and bravery.

Home address, T. S. Gill, father, R. No. 4, Henderson, N. C.

#### WAKE COUNTY:

JOHN M. BAKER, corporal, Company G, 4th Infantry. For extraordinary heroism in action near Roncheres, France, July 29, 1918. He led a patrol through heavy machine-gun fire, in an attack on an enemy nest. Seeing all the members of his patrol lying about, either killed or wounded, he courageously continued to fire, killing a sniper who had been inflicting severe losses.

For the following act of extraordinary heroism in action near Cumel, France, October 14, 1918, he is awarded an oakleaf cluster, to be worn with the distinguished service cross. After his platoon commander had been wounded he took command, and after being wounded himself refused to go for treatment, remaining to lead his platoon for two days until relieved.

Home address, Miss Carrie Lowry, sister, Meredith College, Raleigh, N. C. (G. O. 32 and 44, W. D., 1919.)

CORTIS H. GARNER, private, Company G, 105th Field Signal Battalion. For extraordinary heroism in action near Bellicourt and Nauroy, France, September 28 to October 1, 1918. Attached to the headquarters of the 60th

Infantry Brigade as a dispatch rider, he repeatedly showed exceptional bravery throughout the operations of that brigade. During the engagement near Bellicourt he particularly distinguished himself by his prompt delivery of all messages under vigorous shell fire and bombing raids by enemy aircraft, riding day and night in all kinds of weather.

Home address, J. W. Garner, father, R. F. D. No. 3, Raleigh, N. C. (G. O. 37, W. D., 1919.)

EDWARD C. HARRIS, second lieutenant, 321st Infantry. For extraordinary heroism in action near Grimacourt, France, November 11, 1918. Under the fire of three machine guns, firing upon him from different directions, he took his gun through the enemy wire and mounted it. He would not permit his men to remain in such a dangerous position, and after being wounded severely, ordered his men to leave him.

Home address, E. W. Harris, father, Wendell, N. C. (G. O. 32, W. D., 1919.)

JAMES ALLEN HIGGS, JR., first lieutenant, Air Service, Company C, 3d Balloon Squadron. For repeated acts of extraordinary heroism in action near Pont-a-Mousson, France, July 31 and August 21, 1918, and at Gesnes, France, October 29, 1918. On July 31, near Pont-a-Mousson, he was carrying on a general surveillance of his sector from his balloon with a French soldier when an enemy plane dived from a cloud and opened fire on the balloon. In imminent danger, he remained in the basket until he had helped his French comrade, after whom he himself jumped. On August 21, in the same sector, he was performing an important mission, regulating artillery fire. Enemy planes attacked, and with great gallantry he remained in the basket until his assistant had jumped. On October 29, near Gesnes, he was conducting a reglage from the basket with a student observer. Attacked by enemy planes, after his balloon was burning, he would not quit his post until he had assisted his companion to escape. In each of the foregoing instances Lieutenant Higgs at once reascended in a new balloon.

Home address: 417 North Blount Street, Raleigh, N. C. (G. O. 126, W. D. November 11, 1919.)

\*JOHN EDWIN RAY, captain, Medical Corps, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Establishing his first-aid station in the front line, he advanced with the Infantry. He continued on with the troops, caring for the wounded, until he himself was so badly wounded that he was evacuated. He died from his wounds a few days later.

Home address, Mrs. John E. Ray, mother, Raleigh, N. C. (G. O. 37, W. D., 1919.)

HARRY S. SILVER, first lieutenant, 28th Infantry. For extraordinary heroism in action near Exermont, France, October 11, 1918. He led a patrol into the woods under a severe artillery and machine-gun fire, to establish liaison with the units on the left flank. He continued on his mission after three-fourths of his patrol had been killed or wounded, and succeeded in bringing valuable information to his battalion commander.

Home address, Mrs. H. G. Turner, sister, Raleigh, N. C. (G. O. 44, W. D., 1919.)

WILLIAM OLIVER SMITH, first lieutenant, Company D, 318th Machine Gun Battalion, 81st Division. For extraordinary heroism in action north of Haudimont, France, November 9-10, 1918. Lieutenant Smith courageously led his machine-gun platoon in an attack on the afternoon of November 9, and

later assisted in organizing a position for defense. On November 10, the enemy launched a strong counter-attack and the Infantry withdrew under cover of the machine-gun fire. Later, when attacked by greatly superior numbers, Lieutenant Smith defended his position an hour. Although wounded three times, he persisted in his resistance, holding his position until his ammunition was exhausted, when he was taken prisoner by the enemy.

Residence at appointment: 529 North Wilmington Street, Raleigh, N. C. (G. O. 60, W. D. September 22, 1920.)

\*ROBERT MARSHALL TEACHEY, private, Company B, 120th Infantry. For extraordinary heroism in action near Ypres, Belgium, August 2, 1918. He volunteered to accompany an officer on a daylight patrol to destroy an enemy pillbox. With great courage, under heavy shell and machine-gun fire, they rushed the pillbox, killed or wounded the occupants, and accomplished their mission.

Home address, J. H. Teachey, father, 305 Linden Avenue, Raleigh, N. C. (G. O. 142, W. D., 1919.)

SAMUEL F. TELFAIR, second lieutenant, 2d Anti-aircraft Machine Gun Battalion. For extraordinary heroism in action at Brioules, France, November 4, 1918. He was leading a patrol to reconnoiter a position for anti-aircraft machine guns when his group became scattered by intense shell fire. Upon returning to the shell-swept area to look for his patrol, he found one of the men severely wounded. Making two trips through the heavy shell fire, he secured the assistance of Private Laurel B. Heath and carried the wounded soldier to safety.

Home address, Mrs. Samuel F. Telfair, mother, Cameron Park, Raleigh, N. C. (G. O. 37, W. D., 1919.)

#### WAYNE COUNTY:

EDGAR H. BAIN, captain, 119th Infantry. For extraordinary heroism in action near Busigny, France, October 9, 1918. Advancing under heavy fire, with orders to pass through the front line company, he found the troops he was to relieve 1,000 yards from their position, falling back. Rallying them, he personally led the troops in advance under terrific fire, assaulting and capturing the assigned objective.

Home address, Mrs. Edgar Bain, wife, Goldsboro, N. C. (G. O. 81, W. D., 1919.)

RONALD BROGDON, pharmacist's mate, third class, United States Navy, attached to 2d Battalion, 6th Regiment, United States Marine Corps. For extraordinary heroism in action near Thiaucourt, France, September 15, 1918. He displayed exceptional courage and devotion to duty by going through heavy artillery and machine-gun fire to the aid of a wounded officer belonging to another organization. After giving first-aid treatment to the officer he carried him back to shelter.

Home address, Mrs. Ellen Brogdon, mother, Goldsboro, N. C. (G. O. 37, W. D., 1919.)

ROBERT BUCK, private, Company A, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. Although seriously wounded in the arm by machine-gun fire early in the engagement, Private Buck for three hours continued on duty as an automatic rifle carrier and did not go to the rear until his company had been reorganized.

Home address, Mrs. Mathilda Buck, wife, Goldsboro, N. C. (G. O. 35, W. D., 1919.)

**WILSON COUNTY:**

\*ROBERT B. ANDERSON, first lieutenant, 28th Infantry. In the attack and defense at Cantigny, France, May 28-30, 1918, he showed utter disregard for his personal safety in leading his command forward in spite of artillery and machine-gun fire. While directing the security of his men, after the advance, and in order to make certain that they were protected first, he himself was killed.

Home address, W. S. Anderson, Wilson, N. C. (G. O. 99, W. D., 1918.)

JOHNNIE LAMM, private, Company G, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. In the face of heavy machine-gun fire, Private Lamm, with two other soldiers, attacked and put out of action an enemy machine-gun post, capturing a German officer and three soldiers.

Home address, Lawrence Lamm, brother, R. No. 2, Lucama, N. C. (G. O. 37, W. D., 1919.)

\*WILLIAM E. ROBBINS, private, Company A, 119th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. During an attack by his regiment, Private Robbins was wounded in the leg. Having dressed his own wounds, he continued to advance with his Lewis gun and ammunition until he was killed by shell fire.

Home address, Mr. L. Robbins, father, Wilson, N. C. (G. O. 21, W. D., 1919.)

**YADKIN COUNTY:**

DAVID H. LOVELACE, private, Machine Gun Company, 120th Infantry. For extraordinary heroism in action near Bellicourt, France, September 29, 1918. His left arm having been rendered useless by a shrapnel wound, Private Lovelace continued to carry ammunition with his other arm until the objective was reached, when, against his protests, he was ordered to the rear for medical treatment.

Home address, Mrs. Fannie Lovelace, mother, Jonesville, N. C. (G. O. 44, W. D., 1919.)

**YANCEY COUNTY:**

HENRY G. HENSLEY, sergeant, Company H, 56th Infantry. For extraordinary heroism in action near Preny, France, November 1, 1918. When the position of his platoon became untenable on account of machine-gun fire from a nest in their front, Sergeant Hensley attacked the nest alone and succeeded in driving off the enemy with hand grenades.

Home address, W. H. Hensley, father, Vixen, N. C. (G. O. 32, W. D., 1919.)

**FROM COUNTIES UNDETERMINED:**

\*LEWIS K. FOWLER, private, first class, Company B, 120th Infantry. For extraordinary heroism in action near Busigny, France, October 19, 1918. He remained at his post covering the withdrawal of his company with his automatic rifle, in order that the company might take up a better position. He was instantly killed while in the performance of this mission.

Home address, Mrs. Lonie Smith, Gardens, N. C. (G. O. 32, W. D., 1919.)

GARLAND GREEN, private, Company D, 30th Infantry. For extraordinary heroism in action near Mezy, France, July 15, 1918. During the German artillery bombardment of July 15, he carried messages between company and



battalion headquarters and although wounded in the arm, refused evacuation until relieved two days later.

Home address, Nancy Green, mother, Bakers Creek, N. C. (G. O. 32, W. D., 1919.)

**WILLIAM D. McLELLAND**, first lieutenant, Medical Corps, 314th Ambulance Company, 304th Sanitary Train, 79th Division. For extraordinary heroism in action near Nantillois and Montfaucon, France, September 29 to October 1, 1918. Lieutenant McLelland, near Nantillois, displayed untiring energy in bringing in the wounded while continually subjected to machine-gun and shrapnel fire. It was necessary to move the dressing to some abandoned German dugouts because of the heavy fire, and during the bombardment this station was set on fire and six men killed, but Lieutenant McLelland, by his coolness and courage, enabled the speedy evacuation of the wounded.

Address: Care of the Adjutant-General of the Army, Washington, D. C. Entered military service from North Carolina. (G. O. 126, W. D., November 11, 1919, p. 541.)

**PAUL C. PASCHAL**, major, 30th Infantry. For extraordinary heroism in action in the Bois d'Aigremont, France, July 15, 1918. During the intense artillery bombardment preceding the German drive of July 15, when the wounded were so numerous that it was impossible to care for them in the dressing stations, Major Paschal voluntarily gave up his dugout for the use of the wounded and exposed himself to the heavy fire for 10 hours. After crossing the Marne, this officer placed himself in the front line, in spite of the severe artillery barrage, in order to direct the attack, capturing two strongly fortified farmhouses and advancing his line for a distance of four kilometers. After gaining the position he remained on duty for two days without food, despite the fact that he had been wounded and gassed.

(G. O. 32, W. D., 1919.)

**WALTER B. PHIPPS**, private, Headquarters, 319th Infantry. For extraordinary heroism in action near Vilosnes, France, September 27-28, 1918. For two days and two nights he repeatedly exposed himself to heavy shell fire in directing and maintaining the battalion relay runner service. He rendered valuable service in carrying messages over fire-swept areas, directing wounded soldiers to the first-aid station, and locating a new aid station when severe bombardment necessitated its removal.

Home address, Columbus Phipps, father, Clintwood, Va. (G. O. 7, W. D., 1919.)

**HARRY B. REACH** (Army serial No. 1241545), private, Company K, 110th Infantry, 28th Division. For extraordinary heroism in action near Varennes, France, September 27, 1918. Acting as a company runner, Private Reach voluntarily carried numerous messages under heavy machine-gun fire, displaying marked courage and devotion to duty.

Residence at enlistment: Broad Street, Pennsgrove, N. C. (G. O. 126, W. D., November 11, 1919, p. 545.)

**ARCHIE RIDDIC**, private, Company F, 120th Infantry. For extraordinary heroism in action near Vaux-Andigny, France, October 19, 1918. When the position of his company had become untenable because of enemy machine-gun and artillery fire, Private Riddic, with another soldier, the sole survivors of a Lewis machine-gun team, covered the retreat of their company. Clinging to their advanced post throughout the day, they took up the advance with the company at dusk that evening.

Home address, James H. Riddic, father, Balvaden, N. C. (G. O. 44, W. D., 1919.)



## NORTH CAROLINA MEN

### AWARDED THE DISTINGUISHED SERVICE MEDAL

**SAMUEL T. ANSELL**, brigadier general, United States Army. For especially meritorious and conspicuous services as Acting Judge Advocate General of the Army, whose broad and constructive interpretations of law and regulations have greatly facilitated the conduct of the war and military administration.

Address: 1926 Belmont Road N. W., Washington, D. C. Entered Military Academy from North Carolina. (G. O. 126, W. D., November 11, 1919, 841.)

**MARION S. BATTLE**, colonel, Coast Artillery Corps, United States Army. For exceptionally meritorious and conspicuous services. As Artillery Information Officer of the 1st Army he efficiently operated this important service. Later, he commanded with distinction a regiment of Artillery in the Army of Occupation. Subsequently, as Provost Marshal of Paris, he performed duties of a most difficult nature with unfailing tact, efficiency, and sound judgment. He has demonstrated organizing ability and executive capacity to a marked degree, and he has been a contributing factor toward the raising of the morale and efficiency of the American Expeditionary Forces in Paris. He has rendered services of particular merit to the American Expeditionary Forces.

Address: Care of the Adjutant General of the Army, Washington, D. C. Entered military service from North Carolina. (G. O. 60, W. D., September 22, 1920.)

**HENRY W. BUTNER**, brigadier general, United States Army. For exceptionally meritorious and conspicuous services. He commanded, with marked distinction, the 1st Field Artillery Brigade from August 18 to November 11, 1918, displaying at all times keen tactical ability, initiative, and loyal devotion to duty. By his high military attainments and sound judgment he proved to be a material factor in the successes achieved by the divisions whose advances he supported.

Address: Care of The Adjutant General of the Army, Washington, D. C. Entered Military Academy from North Carolina. (G. O. 19, W. D., March 27, 1920.)

**SAMSON L. FAISON**, brigadier general, United States Army. For exceptionally meritorious and distinguished service. He commanded with great credit the 60th Infantry Brigade in the breaking of the enemy's Hindenburg line at Bellicourt, France, and in subsequent operations in which important captures were made, all marking him as a military commander of great energy and determination.

Address: Care of The Adjutant General of the Army, Washington, D. C. Entered Military Academy from North Carolina. (G. O. 126, W. D., November 11, 1919, p. 889.)

**HARLEY B. FERGUSON**, brigadier general, Corps of Engineers, United States Army. For exceptionally meritorious and distinguished service. As chief engineer of the 2d Army Corps and later of the 2d Army, he demonstrated high professional attainments and marked initiative. Through his foresight and skill in directing important technical operations, he was a notable factor in the successes of the combat troops, rendering invaluable services to the American Expeditionary Forces.

Address: Care of The Adjutant General of the Army, Washington, D. C. Entered Military Academy from North Carolina. (G. O. 126, W. D., November 11, 1919, p. 890.)

ERNEST GRAVES, colonel, Corps of Engineers, United States Army. For exceptionally meritorious and distinguished services. He was charged with the construction of the Gievres storage depot and later was appointed Engineer officer of the intermediate section, Services of Supply, where he was placed in charge of all construction projects west of Bourges. As Engineer officer of Base Section No. 2 and of the advance section, Services of Supply, he performed the duties with which he was intrusted in a conspicuously meritorious manner. In the many responsible capacities in which he was employed the performance of his duty was characterized by sound judgment and untiring zeal.

Address: Care of The Adjutant General of the Army, Washington, D. C. Entered Military Academy from North Carolina. (G. O. 126, W. D., November 11, 1919, p. 901.)

JOHN W. GULICK, colonel, Coast Artillery Corps, United States Army. For exceptionally meritorious and conspicuous services. As assistant chief of the operations section and later as chief of staff of the Army Artillery of the 1st Army he demonstrated a keen conception of all of the tactical situations which confronted the artillery of the 1st Army. By his high professional attainments and sound military judgment, he handled the many complex problems of the 1st Army Artillery with marked skill and thereby contributed in no small degree to the success of this unit in the St. Mihiel and Meuse-Argonne offensives.

Address: Care of The Adjutant General of the Army, Washington, D. C. Entered military service from North Carolina. (G. O. 19, W. D., March 27, 1920.)

EDGAR M. HALYBURTON (Army serial No. 42848), sergeant, Company F, 16th Infantry, 1st Division. For exceptionally meritorious and conspicuous services. Sergeant Halyburton, while a prisoner in the hands of the German government from November, 1917, to November, 1918, voluntarily took command of the different camps in which he was located and under difficult conditions established administrative and personnel headquarters, organized the men into units, billeted them systematically, established sanitary regulations, and made equitable distribution of supplies; he established an intelligence service to prevent our men giving information to the enemy and prevent the enemy introducing propaganda. His patriotism and leadership under trying conditions were an inspiration to his fellow-prisoners and contributed greatly to the amelioration of their hardships.

Residence at enlistment: Stony Point (Alexander County), N. C. (G. O. 72, W. D., December 6, 1920.)

PAUL C. HUTTON, colonel, Medical Corps, United States Army. For exceptionally meritorious and distinguished services. As chief surgeon of the Paris group from June 2 to July 26, 1918, during which period by his good judgment and untiring energy he provided a hospitalization and evacuation system that insured prompt and excellent care and treatment of the wounded, he furnished the means for saving many lives, and provided comfort for the wounded, thereby greatly adding to the morale of the combatant troops of both the Americans and French engaged in the second battle of the Marne.

Address: Care of The Adjutant General of the Army, Washington, D. C. Entered military service from North Carolina. (G. O. 126, W. D., November 11, 1919, p. 914.)

JOHN VAN BOKKELEN METTS, colonel, 119th Infantry, 30th Division. For exceptionally meritorious and conspicuous services. He commanded with marked distinction the 119th Infantry from the time of its organization and

early training period to the completion of the active combat operations in the Ypres-Lys and Somme offensives. He especially distinguished himself while in command of his regiment on September 29, 1918, during the assault on the Hindenburg line, near Bellicourt, France, where he displayed marked ability and sound judgment. He has rendered services of signal worth to the American Expeditionary Forces.

Residence at appointment: Wilmington (New Hanover County), N. C. (G. O. 55, W. D., September 9, 1920.)

SIDNEY WHITFIELD MINOR, colonel, Infantry, 60th Infantry Brigade, 30th Division. For exceptionally meritorious and conspicuous services. As commander of the 120th Infantry from the time of its organization and training to the completion of active combat operations in the Ypres-Lys and Somme offensives, he displayed at all times initiative and sound judgment. During the attack on the Hindenburg line, near Bellicourt, France, September 29, 1918, and during the subsequent advance he handled his regiment with distinction, capturing several towns, numerous cannon, and many prisoners. He has rendered services of material worth to the American Expeditionary Forces.

Residence at appointment: Durham (Durham County), N. C. (G. O. 55, W. D., September 9, 1920.)

WILLIAM P. WOOTEN, colonel, Corps of Engineers, United States Army. For exceptionally meritorious and distinguished services. He served with credit as commanding officer of the 14th Railway Engineers during the operations of that regiment on the British front. Subsequently, while corps engineer of the 3d Army Corps, by his energy, foresight, and skill in accomplishing important engineering works, he contributed materially to the successful operations of his corps. Later, when appointed engineer of the 3d Army, he performed important duties in a most creditable manner.

Address: Care of The Adjutant General of the Army, Washington, D. C. Entered Military Academy from North Carolina. (G. O. 126, W. D., November 11, 1919, p. 1000.)

## OUR DEAD

Eighty-two thousand North Carolinians fought in the war. One thousand six hundred of these gave their lives in battle. These are the men whom we should especially honor today. Some day their names and homes will all be known. But scholars will have to work a long time to get them all right. In the meantime you should learn as many as you can of the men from your own county who died. Their names should be read on Armistice Day, and hymns sung and prayers offered in their memory. Some of these men have been brought back from France and are now buried in their home cemeteries. Their graves should be visited this day, and decorated with flowers. Remember that these men died for us, and honor them always.

## TO PEACE WITH VICTORY

I could not welcome you, O longed-for Peace,  
Unless your coming had been heralded  
By victory! The legions who have bled  
Had elsewise died in vain for our release.

But now that you come sternly, let me kneel  
And pay my tribute to the myriad dead,  
Who counted not the blood that they have shed  
Against the goal their valor shall reveal.

Ah! what had been the shame, had all the stars  
And stripes of our brave flag dropped still unfurled,  
When the fair freedom of the weary world  
Hung in the balance. Welcome then the scars!

Welcome the sacrifice! With lifted head  
Our Nation greets dear Peace as honor's right;  
And ye the Brave, the Fallen in the fight,  
Had ye not perished, then were honor dead!

*Literary Digest—Corinne Roosevelt Robinson.*

---

## BENEDICTION

"Lord God of Hosts,  
Be with us yet,  
Lest we forget, lest we forget."



## THE STAR-SPANGLED BANNER

Oh! say, can you see, by the dawn's early light,  
 What so proudly we hailed at the twilight's last gleaming;  
 Whose broad stripes and bright stars, thro' the perilous fight—  
 O'er the ramparts we watched—were so gallantly streaming?  
 And the rockets' red glare, the bombs bursting in air,  
 Gave proof thro' the night that our flag was still there;  
 Oh! say, does that star-spangled banner still wave  
 O'er the land of the free and the home of the brave?

On the shore, dimly seen thro' the mists of the deep,  
 Where the foe's haughty host in dread silence reposes,  
 What is that which the breeze o'er the towering steep,  
 As it fitfully blows, half conceals, half discloses?  
 Now it catches the gleam of the morning's first beam,  
 In full glory reflected, now shines in the stream;  
 'Tis the star-spangled banner, Oh! long may it wave  
 O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore  
 That the havoc of war and the battle's confusion,  
 A home and a country should leave us no more?  
 Their blood has washed out their foul footsteps' pollution;  
 No refuge could save the hireling and slave  
 From the terror of flight or the gloom of the grave.  
 And the star-spangled banner in triumph doth wave  
 O'er the land of the free and the home of the brave.

Oh! thus be it ever when free-men shall stand  
 Between their loved homes and the war's desolation;  
 Blest with vict'ry and peace, may the heav'n-rescued land  
 Praise the pow'r that hath made and preserved us a nation;  
 Then conquer we must, when our cause it is just,  
 And this be our motto, "In God is our trust."  
 And the star-spangled banner in triumph shall wave  
 O'er the land of the free and the home of the brave.

## BATTLE HYMN OF THE REPUBLIC

Mine eyes have seen the glory of the coming of the Lord;  
 He is trampling out the vintage where the grapes of wrath are stored;  
 He hath loosed the fateful lightning of His terrible swift sword;  
     His truth is marching on.

CHORUS:

Glory, glory, hallelujah! Glory, glory, hallelujah!  
 Glory, glory, hallelujah! His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps;  
 They have builded Him an altar in the evening dews and damps;  
 I can reach His righteous sentence by the dim and flaring lamps;  
     His day is marching on.

[CHORUS.]

I have read a fiery gospel, writ in burnished rows of steel,  
 "As ye deal with my contemnners, so with you my grace shall deal;  
 Let the Hero, born of woman, crush the serpent with His heel,"  
     Since God is marching on.

[CHORUS.]

He has sounded forth the trumpet that shall never call retreat;  
 He is sifting out the hearts of men before His judgment seat;  
 Oh! be swift, my soul, to answer Him, be jubilant, my feet;  
     Our God is marching on.

[CHORUS.]

In the beauty of the lilies, Christ was born across the sea,  
 With a glory in His bosom that transfigures you and me;  
 As He died, to make men holy, let us die, to make men free,  
     While God is marching on.

## MARSEILLAISE

Ye sons of Freedom, wake to glory!  
 Hark! hark! what myriads bid you rise;  
 Your children, wives, and grandsires hoary,  
 Behold their tears, and hear their cries,  
 Behold their tears, and hear their cries.  
 Shall lawless tyrants, mischief breeding,  
 With hireling host, a ruffian band,  
 Affright and desolate the land,  
 While peace and liberty lie bleeding?  
 To arms! to arms! ye brave,  
 The patriot sword unsheath;  
 March on, march on, all hearts resolv'd  
 On liberty or death!

O Liberty! can man resign thee,  
 Once having felt thy glorious flame?  
 Can tyrants' bolts and bars confine thee,  
 And thus thy noble spirit tame,  
 And thus thy noble spirit tame?  
 Too long our country wept, bewailing  
 The bloodstain'd sword our conqu'rors wield;  
 But freedom is our sword and shield,  
 And all their arts are unavailing.  
 To arms! to arms! ye brave,  
 The patriot sword unsheath;  
 March on, march on, all hearts resolv'd  
 On liberty or death!













